NATIONAL
CORE FRENCH
STUDY

THE EVALUATION SYLLABUS

Birgit Harley
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Canadian Association
of Second Language Teachers

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This Report
is respectfully dedicated
to the memory
of H.H. (David) Stern,
the soul of this study.

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INTRODUCTION

In addition to being an essential component of program evaluation, student evaluation of a systematic nature is considered to be an integral part of language teaching methodology. It provides feedback to teachers about the effectiveness of their teaching and to students about their progress in learning. Nowadays it is expected that evaluation activities will be included as part of any teaching materials.

Since the general objectives of the National Core French Study clearly reflect a communicative and learner-centred orientation to second language education, the evaluation of student learning must be designed to take this into account (see also Harley et al. 1988). This is essential in order to ensure a valid assessment of students' progress. Moreover, it is equally important to bear in mind that in any teaching situation the content of evaluation tends to shape, implicitly or explicitly, the nature of classroom activities, i.e. it has a washback effect. If we wish to encourage communicative language teaching and learning, our student evaluations must emphasize communicative language performance in context.

The purpose of this document, prepared by the research and evaluation task force of the National Core French Study, is to provide a brief review of some options in student evaluation, and to consider their relevance for monitoring student learning and perceptions

in the context of a multidimensional curriculum for core French programs (see also annotated bibliographies in Appendices A and B attached). This document, intended as a practical reference for teachers and curriculum developers, accompanies a previous paper on curriculum evaluation (Shapson 1988). In what follows, we first examine some important basic concepts in evaluation, then we consider evaluation methods in three general categories: (a) language tests, (b) observation and record-keeping, and (c) self-report evaluation techniques. The various options are discussed in relation to objectives and content proposed for the four syllabuses of the multidimensional curriculum: language, culture, communicative/experiential, and general language education.

CHAPTER 1

SOME BASIC CONCEPTS IN EVALUATION

1.1 Formative vs summative evaluation

A clear distinction must be drawn between the continuous type of evaluation carried out by teachers in the classroom as part of the instructional process and that designed to provide information relevant to decision-making by administrators or other agencies.

Formative evaluation has as its goal the ongoing gathering of information which will inform teachers and students about the degree of success of their respective efforts in the classroom. It allows teachers to diagnose students' strengths and weaknesses in relation to specific curriculum objectives and thus guides them in organizing and structuring instructional material. Formative evaluation is thought to motivate learners by providing them with feedback about their progress in meeting clearly identified learning objectives. As will be obvious from the above, the specification of learning objectives is a prerequisite of formative evaluation. The results of formative evaluation can be used to assign grades.

Summative evaluation has as its goal the assessment of students' performance at the end of a course of study, or for purposes related to administrative needs such as admission, grading, promotion or selection. It can be used to provide teachers or other decision makers with general information regarding students' overall learning in relation to group norms.

1.2 Norm-referenced vs criterion-referenced tests

Norm referenced tests are primarily designed to maximize individual differences and to yield scores which can be interpreted only in terms of comparisons with the scores of an appropriate comparison group on the same test. General proficiency tests that are designed in such a way as to be independent of any specific curriculum may tell us little about what the student has, or has not, mastered. For instance, to say that a student got 66 items correct on a general norm-referenced FSL test consisting of 100 items may provide little specific information about the student's knowledge of French or about the attainment of instructional objectives. Such scores need to be related to those of an appropriate comparison, or norm group. One means of achieving this is to convert raw scores to some sort of standard score (e.g. stanines, percentiles, Z-or T-scores).

In contrast, **criterion referenced tests** are designed to produce scores which are meaningful in themselves without reference to the performance of others. Such tests normally include only items which test a carefully specified domain of knowledge. For example, if we wished to measure a grade 5 student's comprehension of French vocabulary, we could create a test that measures comprehension of all 100 vocabulary items specified in a particular teaching unit. If the pupil performed correctly on 75 of these items, it would not be necessary to compare his or her performance to that of other students since the score in itself indicates that the student has mastered 75% of the vocabulary items for which s/he is deemed to be responsible. Shorter tests can be devised by using a random sample of the 100 items. A score of 15 out of a possible 20 would allow us to infer that the student has comprehended 75% of the vocabulary items which comprise the curriculum content. In this instance, we are interpreting the test score *not* with reference to a group norm, but rather with reference to a clearly specified body of knowledge or set of criteria.

A criterion level of performance on a test can be set as a cut-off for success or failure. Test results provide a clear indication to students and teachers as to what has and has not been learned, information which is particularly relevant for the classroom.

For a thorough discussion of these distinctions, see Cziko (1981).

1.3 Validity and reliability

A test item, or instrument, is said to be **valid** if it measures what it purports to measure. That is, the behaviour elicited by the test must be that which the test is designed to measure and not something else. For example, one would want to avoid items that tax students' memory

for irrelevant factual information. Evidence for validity can be found in the degree of apparent congruence between the test item and the target behaviour (face validity) as well as by means of correlations between the test results and the results obtained by means of some other recognized instrument (concurrent validity). As noted by Shohamy (in press), there is a distinct trend toward the testing of students' ability to use language in tasks which resemble real life situations. Such tasks have greater face validity and are particularly appropriate for evaluating objectives of the communicative/experiential syllabus in a multi-dimensional core French curriculum. However, while it is desirable to use authentic texts in French, there are times when it is appropriate to adapt or simplify such texts, or to draw on simulation.

A test item is said to be **reliable** if it consistently produces the same results every time it is used on the same subject or population, assuming that no further learning or forgetting has taken place. Reliability can be undermined by test items which are poorly designed, e.g. the use of improper distractors which might cause good learners to fail easy items, or items which allow poor students to succeed through guessing. An unreliable test cannot, by definition, be valid.

Recently, language educators have come to expect tests to be more than just statistically valid and reliable. Tests should be worthwhile tasks involving activities which are meaningful to the student and related to the type of instruction s/he is receiving. The curriculum goals should be emphasized so that the student is able to perceive the relationship between the test and the curriculum. Both call for the use of natural, real-life language activities.

1.4 Discrete-point vs integrative language tests

Oller (1976) describes a discrete-point approach to language testing as one which "requires the isolation of skills (such as listening, speaking, reading or writing), aspects of skills (such as recognition vs production, or auditory vs visual processing), components of skills (such as phonology, morphology, syntax and lexicon) and finally, discrete elements (such as phonemes, morphemes, phrase structures, etc.)" (p. 275). In contrast, the integrative approach "tries to measure global proficiency and pays little attention to particular skills, aspects, components or specific elements and skills" (p. 276).

The distinction is a controversial one, but as Cziko (1981) notes, in spite of a trend toward increasing use of integrative tests, e.g. cloze and dictation, virtually all commercially avail-

able tests of language competence continue to draw on subsets of language skills which are primarily discrete-point in nature.

If we consider the integrative/discrete-point distinction as opposite ends of a continuum, most communicative language tests would be located along the integrative segment of the continuum, drawing on a range of language functions and rules and incorporating natural discourse. In an integrative test, the language learner may at the same time need to be sensitive to the sociolinguistic norms which govern language use in specific social situations.

At the extreme discrete-point end of the continuum would be the type of auditory discrimination task based on minimal pairs, for example: *rue/roue* — same or different? In this example the target forms are presented out of their normal context of natural speech. The present focus on more global aspects of communication does not exclude the scoring of written or spoken text for discrete-point knowledge of rules of morphology or syntax. However, in an integrative task these forms are evaluated as they are taught and used, embedded in a context of natural discourse.

The discrete-point/integrative distinction overlaps partially with yet another distinction based on the amount of context that is provided in a task or test item. The degree of contextual embedding can vary from "context-reduced" or "decontextualized", as in the auditory discrimination item cited in the example above, to a task in which students might have to identify target sounds contextualized in an authentic tape-recorded oral text. Such a task would be said to involve "contextually embedded" or "contextualized" speech yet would assess a "discrete-point" aspect of learning. In communicative language testing an important concern is to use natural contextualized language as a basis for a language test whether the scoring involves global assessment or discrete-point measures.

Table 1 (p. 25), taken from Shohamy (in press) summarizes these current trends in language testing.

CHAPTER 2

SOME COMMON TESTS FORMATS

Over the years, a variety of procedures and techniques have been developed for testing language knowledge or language proficiency. Each has its strengths and weaknesses and each may tap different facets of language processing on the part of the test-taker. It is important to bear in mind that test scores may be affected by the method of testing. Shohamy (in press) cautions that the student most likely to be influenced by the format of the test is the low level one, while the high level one performs well regardless of the format used. Multiple choice, for example, tends to be easier for some students than open-ended procedures. Consequently, it is suggested that tests be based on a range of procedures appropriate to the age group of the students rather than on one type of task only.

Creativity in testing is as important as creativity in teaching. Students must be motivated to do well in their tests which, of necessity, must be stimulating and provide further opportunities for learning.

Pencil and paper tests are the most frequently used method of evaluating students' learning. They have the advantage of being convenient to administer and to score.

2.1 Closed-ended formats

Closed-ended test formats are particularly easy to score; they can even be scored mechan-

ally. These formats are most suitable for assessing knowledge of specific language and cultural content. Among the most popular are multiple choice and true or false items.

Multiple choice items require the student to select the most appropriate response out of a number of possible alternatives provided. The stimulus is called the "stem" and the response options include, in addition to the correct response, inappropriate responses referred to as "distractors". These can be used to assess comprehension of either listening or reading tasks. Responses may be pictorial as well as linguistic, i.e. they do not necessarily require reading skills.

True or false items require the respondent to choose the correct answer out of two possible alternatives. Such items are easy to construct, but are less reliable than other formats since test takers have a 50% chance of guessing correctly.

Matching items provides yet another closed-ended format. Students must match a list of stimulus items with a second set of items which may be pictorial or linguistic.

See Table 2 for examples of a few closed ended formats based on the experimental teaching unit "Se lancer en affaires avec un jeu" (Tremblay et al. 1989). An additional "semi-closed" format with a limited set of choices is provided in the Vérification to lesson 5 of "Se lancer en affaires avec un jeu." Here the student has to transform each of several statements about marketing an invention into the form of an opinion, selecting from a given list of introductory expressions (*il me semble que, je crois que*, etc.)

2.2 Open-ended formats

Open-ended test formats require the learner to reply in his/her own words (written or oral) to the stimulus information or question provided. Such items cannot be scored mechanically since the evaluator must judge the appropriateness of the student's response. This necessitates the development of systematic criteria for defining an acceptable response and cooperation among teachers to check that there is an acceptable level of agreement between different raters (inter-rater reliability). Thus, while such formats are advantageous in terms of authenticity — a whole range of naturally occurring questions in everyday discourse elicit open-ended information — they are more time consuming and labour intensive for the teacher or other test administrator. Nonetheless they are vitally important for assessing production and the experiential aspects of language learning.

Written compositions, opinion or judgment-seeking questions, oral dialogues, narratives and descriptions are commonly used open-ended test formats. Depending on the purposes of the assessment, students' productions can be analysed globally or a discrete-point approach can be used. Thus an oral task might be evaluated globally on a five-point scale

for overall communicative effectiveness in terms of a teaching objective, while additional discrete-point scales might be used to assess richness and accuracy of vocabulary, pronunciation, sociolinguistic rules such as the *tu/vous* distinction, etc. Teachers may choose to weight certain scales measuring aspects of performance to which they wish to attach particular importance Thus in an evaluation of oral proficiency including the use of discrete-point scales such as fluency, vocabulary, pronunciation, grammar, etc., the score assigned to grammatical accuracy or to richness of vocabulary can be multiplied by a factor of 2 or 3 in order to maximize its importance when all the scores are summed to yield a total score. In this way, the balance between evaluating globally for communicative effectiveness and evaluating for accuracy and good expression can be adjusted to meet different curriculum objectives. Table 3 shows a six-point scale developed to assess grade 8 core French students' ability to ask questions in French. The important principle underlying such a scale within a communicative teaching framework is that the students' production of target forms must be elicited in the context of a genuinely communicative task. For useful guidance on oral language testing, the reader is directed to Brown & Yule (1983, Ch.4) and Underhill (1987).

Role playing is a useful technique for assessing learners' command of general social language or to elicit particular functions (e.g. requesting, persuading, informing, complaining), particular structures (e.g. verb tenses, question forms), vocabulary specific to a given topic (e.g. la francophonie, game rules) or communication strategies (e.g. circumlocution, pause fillers, etc.). Students may be given a specific situation to act out. For example: Tu cherches le bureau de tourisme dans une ville que tu connais pas. Tu demandes la direction à un policier. Tu dis ...

When using role playing as an assessment technique, teachers must take into account the fact there there may be considerable individual variation in the willingness of students to assume the role of another person. Students who perform poorly in a role playing task must also be given the opportunity to display their learning in a less threatening situation.

Information-gap tasks are used to assess learners' ability to convey information effectively in a decontextualized situation. Typically students work in pairs, one assuming the role of speaker and the other of listener. The speaker's task is to provide the listener with information necessary in order to perform a specific task, e.g. select a target picture among several alternatives proposed or carry out a set of instructions in order to meet a specific goal. In the context of the teaching unit "Se lancer en affaires avec un jeu", for example, the speaker might be required to instruct the listener on how to score points in a game based on pictorial information that the speaker alone has access to. The speaker's production can be

assessed in terms of its overall communicative effectiveness and/or in terms of specific linguistic criteria. The technique can also serve as a group test of listening where the students respond to a single speaker.

2.3 *The cloze procedure*

The cloze procedure is an integrative type of test which is widely used as a measure of global second language proficiency. Students are presented with a written text of an appropriate level of difficulty and interest, in which every nth word has been deleted and replaced by blanks of uniform length. The student's task is to fill in the blanks with the appropriate missing word. Such tests are thought to draw on the type of language processing that is involved in authentic language behaviour, i.e. the ability to draw on knowledge of the syntactic, semantic, discourse, sociolinguistic and pragmatic rules of language. One of the advantages of the cloze test is ease of administration and scoring. If only exact replacements are accepted, or if the test adopts a multiple choice format, the test is closed-ended and the scoring process is mechanical. If appropriate responses are accepted, the test is more open-ended and the scoring process becomes more subjective and time-consuming. The trade-off in using the acceptable word method of scoring is generally a higher level of accuracy: good students who are able to produce appropriate replacements are less likely to be penalized. According to Alderson (1979) the acceptable word criterion results in greater sensitivity to differences in language proficiency.

The cloze procedure can also be adapted to test specific aspects of the target language. **Rational cloze tests** involve the deletion of predetermined items —prepositions, for instance — rather than the automatic deletion of every nth word.

Other variations of the cloze procedure can be more suitable for learners at the early stages. For instance, blanks can become multiple choice items and the student chooses among the response options provided.

The C-test, another variation on the cloze, involves deletion, but rather than entire words, only half of every nth word is deleted, making the task much more accessible for beginners. The technique could be used in a multiple choice format to test verb morphology.

Dictation cloze. Still another variation, particularly appropriate for use with beginners, involves dictation. The cloze passage is dictated and the learners must fill in the gaps only in the text before them. The dictation cloze thus becomes an integrative listening and reading task.

Material from a teaching unit can be profitably re-utilized in any of the many cloze formats (e.g. Annexe 6 of "J'ai faim", an outline of a grade 6 teaching unit (LeBlanc 1988) in which

two children outline their eating habits, or pages 8-9 of the magazine of "Se lancer en affaires avec un jeu" which presents short texts with facts about *la francophonie*).

2.4 *Editing tasks*

Students may be required to detect and to correct errors of form or substance embedded in a text. Such tasks are most appropriate for use in the context of the general language education syllabus. For instance, errors might centre on such linguistic points as the *avoir/être* distinction in the use of auxiliaries, or the task could be designed to test specific cultural objectives.

In administering editing tasks it is important to inform students in advance of the nature of the errors embedded in the text. The correction of the tests can be carried out usefully by peers as well as by the teacher. The correction gives rise to meta-linguistic discussion highly conducive to first and second language development.

2.5 *The correcting of tests*

If carefully planned, the correcting of tests by the teacher or by peers can have considerable pedagogical value. "... learners need more than simply the correct answer. They need to know *why* they are wrong, *where* they went wrong, and sometimes they need to know how they got the correct answer" (Dickinson 1987: 83). As mentioned above, peer correcting can provide a particularly valuable means of stimulating student participation in meta-linguistic or meta-cognitive discussion.

When open-ended tasks are administered, students should be told in advance the criteria which will be used to evaluate their performance.

2.6 *Conclusion*

As indicated in the above brief summary, the field of language testing is complex and there exists a wide diversity of tests and tasks in current use. Many such tasks have considerable pedagogical value over and above their value as assessment techniques. In order to obtain an accurate assessment of students' learning, teachers will want to assess various facets of students' performance using a variety of instruments or techniques. Students' motivation to do well in tests will be conditioned by the intrinsic interest of the test tasks, as well as by the perceived link between the tests, the curriculum objectives and the activities devised to meet these objectives in the classroom.

CHAPTER 3
OBSERVATION AND RECORD-KEEPING

In addition to the administration of formal tests to measure students' learning in relation to objectives for particular teaching units (or more globally for longer periods of work), teachers and students need organized procedures for keeping track of the individual's progress and needs on a day-to-day basis. Keeping records of what each student has accomplished, or strengths, weaknesses, and expressed interests, etc. makes it easier to cater to the needs of individual students and to plan remedial action or enrichment where appropriate. By placing some of the responsibility for record-keeping with the students themselves, we can ensure that evaluation becomes part of the core French teaching methodology and serves the goal of "learning how to learn" that is a major aspect of the general language education syllabus.

In this section, we provide a sampling of monitoring procedures culled from a variety of sources that can be adapted for different ages and stages of a core French program. In general, we see techniques of observation and record-keeping as being most useful and appropriate in diagnostic formative evaluation, where the purpose is not to assign final grades but to assess the learning needs of individual students in the class.

3.1 Observation checklists

Systematic observation checklists maintained by the teacher can serve a wide variety of

purposes in the classroom: to register the attainment of specific objectives or to record when certain activities or assignments have been satisfactorily completed by each student; to keep track of the amount and quality of in-class participation of individual students; to rate informally the quality of their oral French during classroom activities; to record levels of interest and enjoyment; to note the frequency of certain kinds of errors among students with a view to determining the need for remedial action, and so on.

Obviously the teacher cannot be observing and recording information about every student in each class period. Checklists of student participation, for example, can be filled out for just a few pre-selected students each day until the whole class is covered. On occasion, a checklist might be applied to two or three individuals who appear to be having difficulties, and it can be used over time as an instrument of encouragement where improvement can be quantified. Other kinds of checklists can be completed outside class or by the students themselves.

Examples of simple observation checklists for use by second language teachers at the elementary level are provided in a document prepared by the Quebec Ministry of Education (1983). In Table 4, we reproduce one of these designed to assess how well students have mastered the content of a teaching unit on how to express likes and dislikes for fruits and vegetables. Another simple kind of checklist format is exemplified in a language arts guideline for primary immersion students produced by the Metropolitan Toronto School Board (1986). In this case, desired behaviours are listed down the left-hand side of the form (a page for each student), and the teacher checks as appropriate in one of three columns to indicate whether the behaviour occurs in class *seldom*, *sometimes* or *often*. On the right, space is provided for open-ended comments. Exact tallies of the number of times particular behaviours occur may also be appropriate where such information is diagnostically useful and easily quantifiable. An alternative even simpler yes/no format for registering student behaviours can also be used. Rating scales to indicate the quality of individual students' contributions are another option.

At a relatively advanced level, the Ontario Ministry of Education in its guideline for Ontario Academic Courses (1986) provides a sample observation grid for use by the students in the informal evaluation of their peers and themselves in group activities (Table 5).

Projects and groupwork in the classroom also provide opportunities for the teacher to observe students' interactions, (e.g. Are they using French or English?), their work patterns and their research skills, information which can be recorded descriptively for diagnostic purposes and for discussion with individual students.

3.2 Language records

Beyond the information that is collected in the form of tests and systematic checklists, teachers and students can benefit from the kind of concrete evidence of student learning that is preservable over time, on tape and in the form of writing samples. Audiotape recordings of individuals or pairs of students performing comparable types of communicative tasks at intervals during the school year can provide them over time with encouraging evidence of personal progress in the lengthy process of second language learning, whether it be reflected in speech tempo, ease of delivery, amount of language produced, use of communicative strategies, accuracy of pronunciation or grammar, richness of vocabulary, or other features. Such tangible records can also be examined by the teacher for diagnostic purposes and to raise students' awareness of particular areas of weakness in task performance that need further work. At intermediate and advanced levels, preserving a folder of written work can serve similar purposes in the development of writing proficiency.

CHAPTER 4

SELF-REPORT EVALUATION TECHNIQUES

"Judgement and reports made by pupils themselves are a valuable source of information in many areas of learning and development" (Gronlund, 1985). In this section, we argue that self-reports by students are a valuable complement to teachers' observations, records and to test results.

Self-report evaluation techniques become particularly important when we wish to examine affective and cultural outcomes of the core French curriculum such as:

- student interest and enjoyment in learning French
- student confidence, anxiety and risk-taking in speaking French
- student attitudes toward francophone people
- student understanding and awareness of francophone cultures.

As well, Nunan (1988) reminds us that in a learner-centred system, students can be assisted to develop as autonomous learners by the systematic use of self-assessment (see also Dickinson 1987, Oskarsson 1980, 1988). Self-reporting can identify students' preferred materials and ways of learning. Students also can be involved in evaluating aspects of the curriculum and their own progress. Clearly, this fits well with objectives of the general language education syllabus.

In order for students to be involved in self-reporting, they must know what it is they are being taught. As with other evaluation techniques, the first step with self-reporting is to state clear operational learning objectives. It is important to note that affective outcomes, like those in the cognitive domain, can be arranged along a hierarchial continuum from lower level to higher level objectives.

The Taxonomy of Educational Objectives: Affective Domain (Krathwohl, Bloom & Masia 1964), defines and classifies affective objectives (see Appendix C). The taxonomy of affective objectives can serve as a useful guide to second language teachers and curriculum developers because it specifies various levels of affective objectives (e.g. interests, attitudes and cultural development) that can be assessed through self-report techniques. In what follows, we provide a brief overview of some self-report methods.

4.1 Inventories and questionnaires

Inventories or questionnaires are most commonly used for collecting self-report information from students. An inventory or questionnaire consists of a standard set of questions pertaining to some area of behaviour, administered and scored under standard conditions. It enables the collection of a large amount of information and an objective summary of the data. It is particularly useful to assess trends for groups of students (e.g. class or grade level) and caution should be used in making judgements about individual students. The effective use of self-report inventories assumes that individuals are both *willing* and *able* to report accurately. Self-perceptions reported on questionnaires may be biased. This limitation can be offset by using self-report inventories only when pupils have little reason for faking and by emphasizing the value of frank responses for self-understanding and self-improvement. When inventories are used for evaluating affective behaviour in the classroom, it may be wise to have the pupils respond anonymously. Samples of self-report techniques include interest inventories and attitude scales.

Interest inventories. Information about pupils' interests can be gathered from inventories which can be prepared by classroom teachers. An interest inventory for French reading might comprise no more than a list of types of books with the pupils asked to mark whether they like or dislike each type. Various methods of responding can be used with interest inventories. A simple *like-dislike* response method can be expanded to a three point scale (*like, indifferent, dislike*) or to a five point scale (*strongly like, like, indifferent, dislike, strongly dislike*). These scales can then be used to produce a ranking by degree of interest which can serve as a good starting point for class discussion.

TYPE DE TEXTE	J'AIME BIEN	J'AIME PLUS OU MOINS	JE N'AIME PAS
les romans et les contes			
les journaux et les revues			
la poésie			
les pièces de théâtre			

A variety of simple questionnaire items can be designed to collect self-report information on students' interests and activities relating to many aspects of learning French, for example:

TYPE D'ACTIVITÉ	JAMAIS	QUELQUEFOIS	SOUVENT
En dehors de la classe, est-ce qu'il t'arrive de parler français?			
En dehors de la classe, est-ce que tu lis des livres français?			
En dehors de la classe, est-ce que tu regardes des programmes français à la télévision?			

When working with younger children, questions can be read to students and they can respond to pictures, such as

Attitude scales. Among the simplest and most widely used self-report devices for measuring students' opinions and attitudes are Likert Scales. These scales are used to register the extent of agreement or disagreement with a particular statement of an attitude, belief or judgement. A list of statements, usually with a balance of positive and negative items is presented and students are asked to respond to each statement on a five-point scale: Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly disagree (SD).

Likert Scales have been widely used to assess:

- attitudes toward bilingualism;
- interest and motivation toward learning French;
- anxiety about speaking French;
- perceived understanding of francophone cultures.

Selected examples of items from a Likert Scale are listed below:

	Strongly Agree	Agree	Undecided or Don't Know	Disagree	Strongly Disagree
I would like to speak more than one language					
I would like to meet some French-speaking people					
I would like to go on learning French					
I am afraid the other students will laugh at me when I speak French					

4.2 Personal interview or student-teacher conference

The personal interview or conference has several advantages as a self-report procedure. First, it is flexible. Teachers can clarify questions if they are not easily understood, they can

pursue promising lines of inquiry, and they can give students an opportunity to qualify or expand on their answers, as needed. Second, teachers can observe students during the session, noting the amount of feeling attached to their answers, the topics on which they seem to be evasive, and the areas in which they are most expansive. Third, not only can information be collected from students but information can be shared with them during the face-to-face contact. The personal interview is an almost ideal method of obtaining self-report information. However, it can be extremely time-consuming, and care has to be taken to insure that the information obtained from the contacts is recorded in a standard fashion from one person to another.

4.3 Self-ratings, diaries and journals

Rating scales can be easily prepared by teachers and used in getting students to provide self-assessments of their performance, interests and attitudes toward learning French. An example of a simple rating scale for students' self-assessment of their French proficiency skills along four dimensions is outlined below:

	PAS DU TOUT 1	2	UN PEU 3	4	ASSEZ BIEN 5	6	TRÈS BIEN 7
Je parle français							
Je comprends le français							
Je lis le français							
J'écris le français							

Of course this concept can be expanded and one can develop more detailed criterion-referenced ratings on various aspects of each linguistic dimension. For example, Nunan (1983:131) illustrates a scale for students' self-diagnosis of reading difficulties.

Self-diagnosis of reading difficulties

I have problems

- understanding the general meaning _____
- picking out the main information _____
- because I find too many words I don't understand _____
- because I always feel I am missing some of the information _____
- following the points in an argument _____
- understanding the details _____
- following instructions _____
- reading newspapers _____
- reading stories or novels _____
- understanding official letters or forms _____

Student diaries and journals can also be effectively used for a variety of purposes. For example, students could be encouraged to monitor the degree to which they manage to use the target language in the community, the type of encounters they have using the language, and difficulties that arise.

4.4 Role playing — simulation

Some form of enactment role playing or simulation is an innovative "self-report" technique for assessing outcomes of second language programs. Having students act out a situation as though it were real is a technique which can be used in measuring communicative competence (see page 9). Role playing and simulation techniques are also used to assess attitudes toward and understanding of francophone cultures. For example, teachers can use video taped dramatizations of situations where other lifestyles and cultural interactions are depicted. Students can be asked to express how the people in the dramatization might think and feel. Students can then provide self reports indicating how well they project themselves into the different characters' positions and cultures.

4.5 Conclusion

In this paper we have provided a brief summary of some basic concepts underlying

evaluation and illustrated some current approaches to student evaluation that we consider to be relevant to a multidimensional core French curriculum. We have not attempted to discuss issues concerning the construction of evaluation instruments for classroom use, since there are already a number of useful and thorough handbooks on this topic available (e.g. Carroll & Hall 1985, Shohamy in press, Underhill 1987).

We conclude by emphasizing that in order to carry out effective evaluation, teachers must identify clearly the purpose of the evaluation as well as the substance of the evaluation. This information should also be made clear to the students who need appropriate feedback on their performance.

CONCLUSION

In this paper we have provided a brief summary of some basic concepts underlying evaluation and illustrated some current approaches to student evaluation that we consider to be relevant to a multidimensional core French curriculum. We have not attempted to discuss issues concerning the construction of evaluation instruments for classroom use, since there are already a number of useful and thorough handbooks on this topic available (e.g. Carroll & Hall 1985, Shohamy in press, Underhill 1987).

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TABLE 1

CURRENT TRENDS IN LANGUAGE TESTING[1]

TREND	DESCRIPTION
1. DISCRETE TO INTEGRATIVE	The following changes are taking place: 1. Transition from discrete point tests to integrative tasks Language tests in the past were based on single independent items like conjugation of verbs, and identifying lexical elements. Since tests today aim at checking communicative competence, the tasks include more global language samples, such as writing letters, comprehension of a whole text without reference to specific elements within each sample.
2. INDIRECT TO DIRECT	2. A transition from indirect to direct/authentic tests Up until now testing methods were mostly indirect; the test taker was presented with tasks which were not necessarily a replication of real life tasks (e.g. multiple choice items to test writing, or speaking to a tape-recorder). Direct/authentic types of tests provide real-life situations which are more similar to what the test taker will encounter in real language use.
3. KNOWLEDGE TO PERFORMANCE	3. A transition from knowledge to performance type tests Tests in which the test taker has to apply the knowledge of the language to performing certain functions like actually speaking or actually writing. The criterion for evaluating functional knowledge is the test taker's ability to transmit and receive information according to the sociolinguistic norms of the target language.

*Source: Shohamy (in press).

Examples of some close-ended test formats based on the experimental unit "Se lancer en affaires avec un jeu" *

MULTIPLE CHOICE

Le sommet de la francophonie de septembre 1987 a réuni :

a) des professeurs de français
b) les chefs d'État de l'Angleterre et de la France
c) des pays ayant en commun l'usage du français.

Les gagnants du concours "Le jeu de la francophonie" seront notifiés

a) au printemps 1989
b) au début de l'année scolaire
d) pendant les vacances d'été.

TRUE OR FALSE

Selon les règles du concours "Le jeu de la francophonie",

		vrai	faux
1)	la date limite d'inscription est le 15 mai1989		
2)	chaque classe ne peut soumettre qu'un jeu		
3)	tous et toutes les élèves de l'école sont invités à s'inscrire		
4)	l'inscription au concours doit être accompagnée d'un chèque de $10.00		
5)	le jeu doit porter sur divers aspects de la francophonie		

MATCHING ITEMS

Match each of the words in column A with the best definition in column B.

	A		B
a)	francophone	a)	seul
b)	publicité	b)	permission
c)	autorisation	c)	s'exprime en français
d)	individuellement	d)	aviser
e)	notifier	e)	activité visant à faire connaître un service ou un produit

*So that these tasks focus on comprehension and not simply memory, students should have available the relevant text material on which these items are based.

Example of a six-point scale*

0	La question n'est pas du tout intelligible ou ne demande pas l'information recherchée.
1	Le mot interrogatif est exact, mais le reste de la question est inintelligible.
2	Il est possible de comprendre la question, mais avec beaucoup de difficulté.
3	La question est compréhensible, mais les fautes d'ordre grammatical, lexical ou phonique sont très nombreuses (quatre ou cinq).
4	La question est facile à comprendre, mais les erreurs d'ordre grammatical, lexical ou phonique sont assez nombreuses (trois ou quatre).
5	La question est facile à comprendre. Les erreurs d'ordre grammatical, lexical ou phonique sont mineures et très peu nombreuses (une ou deux) ou inexistantes.

*Source: Duplantie, M., LeBlanc, R. & Tremblay, R. *Initiation au voyage*. Integrated version prepared by G. Jean in association with M. Andres and J. Poyen. Calgary: National Core French Study, Canadian Association of Second Language Teachers, 1988.

Observation of student behaviour*

	Indices			
	Intelligibilité (goût/aversion)		Vocabulaire (fruits/légumes)	Remarques
Nom des élèves	Acceptable	Non acceptable	Correct	Incorrect
1.				
2.				
3.				

* Source: Ministère de l'Éducation du Québec (1983:15)

Peer evaluation of group work*

Barème pour l'évaluation du travail en groupe

Nom de l'évaluateur:_____ Classe:_____

Sujet/tâche:_____ Date:_____

Groupe:_____

CONSIDÉRATIONS	NOTE POSSIBLE	Noms des participants 1 (Moi)	2	3	4	5
Contribution personnelle au travail du groupe	5					
Aide donnée aux autres pour réviser, polir, et organiser le travail	5					
Persistance dans l'emploi du français	5					
Qualité du français	5					
TOTAL POSSIBLE	20					

COMMENTAIRES:

* Source: Ontario Ministry of Education (1986:35)

APPENDIX A

Second Language Testing
An Annotated Bibliography

H. Louise Seaward

This bibliography by Louise Seaward, a member of the Prince Edward Island Schools Project committee of the National Core French Study, was prepared in conjunction with her graduate studies at the Ontario Institute for Studies in Education.

Introduction

Core French teaching materials and instructional methodology have undergone major changes in recent years so that the emphasis is now on providing students with opportunities to learn to use the language effectively in communication as opposed to simply having them master particular linguistic items. However, traditional methods of evaluating student achievement, with an emphasis on accuracy, have been conserved. Since this gap could, in the end, serve to defeat the field's attempts at progress, the issue of second language testing has now become a critical concern.

The purpose of this annotated bibliography is to provide a sampling of the relevant literature in the field of second language testing. The theoretical articles reviewed suggest that to think about language testing, one must understand not only what it is to learn a language, but also understand current measurement theories. One must decide on the purpose of the evaluation, for there are many types, before choosing a method and then, must keep in mind that methods can and will affect performance. Two articles which outline the evolution of language testing serve to provide insights into past, present and future approaches to testing. Finally, a series of practical-oriented articles deal with the construction of achievement tests that reflect the communicative approaches being used in Core French classrooms.

While the foundation has been laid for significant advances to take place in the field, there still remains a long road ahead. However, by becoming aware of the issues and recognizing the small incremental changes that can be made in the evaluation of students, educators will have taken that first important step towards closing the gap between communicative teaching and testing.

APPENDIX A

Bachman, Lyle. Ms. in Progress. Test Methods. Chapter 5 in Fundamental Considerations in Language Testing.

Research findings have shown that the methods we use to measure language ability can influence performance on language tests. In this chapter, Bachman presents a comprehensive framework for characterizing the elements or 'facets' of test method that affect performance. These facets are grouped into five categories : 1) The testing environment 2) The test rubric 3) Input the test taker receives 4) Nature of the expected response 5) Relationship between input and response. His analysis of the various elements in each category is very detailed and complete with constant reference to previous research studies in this area.

Bachman concludes the chapter by suggesting potential applications of his framework. These include:

1) As a means to describe existing language tests.
2) As a means to design new tests.
3) As a means to validate language tests.
4) As a means to formulate hypothesis for language testing research.

This particular chapter in combination with other excerpts I have read from his manuscript have the potential of becoming one of the major works on the measurement of communicative competence and will no doubt influence future developments in this area.

Bachman, Lyle and Clark, John. 1987. The measurement of French/second language proficiency. Annals of the American Academy 490: 20-33.

This article outlines the issues facing the field of language testing given the recent advances in both psychometric procedures and communicatively oriented linguistic analysis. The authors believe that it is only in combining the current models of measurement theory such as construct validity, item-response theory, generalizability theory and criterion-referenced measurement with an expanded framework of communicative competence and a sensitivity to test method factors that the field of language testing will truly advance. Based on this, a theoretical framework, including its implications, for the design and validation of language tests is proposed. Such tests would be used for program evaluation and individual proficiency assessments.

A plan of action is suggested which envisions work being done simultaneously in the following four areas:

1) Refining the theoretical model of communicative language proficiency.
2) Developing necessary research-oriented criterion

instruments.
3) Surveying currently available testing instruments.
4) Developing and validating new instruments.
The authors conclude by emphasizing that it is only through collaborative work of interested individuals from various disciplinary areas that this challenge can be met.

Brindley, Geoff. 1986. The Assessment of Second Language Proficiency : Issues and Approaches. Adelaide : National Curriculum Resource Centre.

The scope of this book is fairly comprehensive for it surveys both product and process evaluation of learners' language proficiency including placement, formative and summative evaluation. It emphasizes that since the purpose of evaluation in each case is different, the means or methods of evaluation need to vary to meet the specific purpose. Current issues and controversies in communicative language testing are explored and a critique of several assessment procedures including the ACTFL proficiency guidelines is provided. Brindley's treatment of profile reporting as an alternative to proficiency statements is very interesting as is his idea that evaluation is an integral part of classrooms and more work needs to be done in this area of formative evaluation.

Canale, Michael. 1988. The Measurement of communicative competence. In R.B. Kaplan (ed.) Annual Review of Applied Linguistics, 8(1987), 67-84. New York: Cambridge University Press.

This article focuses on the measurement of communicative competence. It can serve as an excellent 'point d'départ' for newcomers to the field or as a concise summative report of the state of the art for those currently working in the field. The author looks at three key questions: i) What to test? (Validity). ii) How to test? (Methods of Measurement). iii) Why test? (Ethical Considerations). The author argues that all three questions which he calls the 'naturalistic-ethical' approach to language testing must be considered for testing is not only an art and a science but is also very much an ethical issue.

For each of the key questions, the significant achievements of the past decade, some residual problems, as well as

the anticipated challenges that lie ahead are discussed. Some of the challenges mentioned include a better understanding of the processes involved in communication, making measures of communicative competence more rewarding, unintrusive and naturalistic, as well as the development and implementation of adequate in-service training programs on language testing for educators.

In addition, Canale offers an excellent annotated bibliography and a fairly extensive bibliography in the field of communicative competence evaluation.

Clark, John. 1983. Language testing: past and current status - Directions for the future. Modern Language Journal 67: 431-442.

An historical overview of the trends in language testing from approximately 1940-1970 serves as the introduction to this article. It allows the reader to trace the evolution from translation exercises to discrete-point testing to integrative testing techniques. The present situation (up to 1983) is then explored and a detailed analysis of the F.S.I. Oral interview, 'hybrid' tests as conceived by Omaggio and assessment-related computer applications is provided. The article concludes with a number of the author's perceived desirable development activities for the future in the language testing field. These include increased research in curriculum-free, direct proficiency testing, development of diagnostic tests which would be administered by computer and an emphasis on professional development for classroom teachers in the area of language testing.

Courchêne, R.J. and de Bagheera, J. 1985. A theoretical framework for the development of performance tests. In P.C. Hauptman, R. Leblanc and M. Wesche (eds.) Second Language Performance Testing. Ottawa: University of Ottawa Press, 45-57.

The authors of this paper provide a decision-making checklist intended to outline the many theoretical and practical decisions which test designers must make when preparing second language tests aimed at predicting how subjects would perform in real communicative situations. One such fundamental decision is the choice of underlying theories. For example, it is important that the linguistic theory to which the test designer adheres is compatible with that of the curriculum designers and teachers. Another issue is the selection of content. The test designer must decide on what components

constitute communicative competence as well as the relationship among these components. In the area of methodology, one must decide which aspects of performance one is going to test as well as make a decision on how to do this keeping in mind the effects a particular technique may have on the results. In each of these areas as well as many others, reference is made to theories and tests currently found in the literature. No definite position is given by the authors, rather, they believe that test designers who reflect on these issues and subsequently make knowledgeable decisions will construct valid and reliable tests suited to their particular context.

Davies, A. 1977. The Construction of language tests. Chapter 3 in J.P.B. Allen and A. Davies (eds.) Testing and Experimental Methods. Edinburgh Course in Applied Linguistics, Vol. IV. Oxford: Oxford University Press.

This chapter is concerned with the basic theoretical and practical issues in the area of language testing. The information provided can be considered neutral and widely applicable as no particular language nor view of language learning is being promoted. Rather, the author's purpose is twofold : 1) to outline the aims and purposes of testing, the various types of tests that exist and the psychometric standards which good tests must attain. 2) to provide a detailed discussion of test analysis as well as a practical section on item writing which offers a variety of techniques including concrete examples.

The author's detailed, yet, non-technical treatment of the above creates a chapter which is easily accessible to all and which underlines the author's view that practising teachers need to understand testing since it plays such a central role in teaching.

Green, D. and Lapkin, S. 1984. Communicative language test development. In P. Allen and M. Swain (eds.) Language Issues and Educational Policies. ELT Documents 119. Oxford: Permagon, 129-148.

This article provides a summary of the various communicative second language testing projects undertaken by The Modern Language Centre at O.I.S.E. since 1970. These various projects serve to reveal the evolution taking place in the field of second language testing. The projects discussed are the Ontario Assessment Instrument Pool, the York Region Core

French Evaluation Project, the Linguistic Interdependence among Japanese and Vietnemese Immigrant Students, the Saskatchewan Test Development Project and the Development of Bilingual Proficiency Project. As each project is discussed, the reader can see shifts from traditional testing of linguistic ability using discrete point, isolated items to communicative testing using authentic items to get at the multi-dimensional framework of communicative competence.

In guise of a conclusion, the authors quote Swain's four principles of communicative test development which reflect this new emphasis. These are: start from somewhere, concentrate on content, bias for best and work for washback.

Hart, D., Lapkin, S. and Swain, M. 1987. Communicative language tests: perks and perils. Evaluation and Research in Education: 1 (2), 83-93.

In 1982, the Modern Language Centre at O.I.S.E. undertook a project to develop tests of productive skills for French immersion and French minority language programs in Saskatchewan at the Grade 3, 6, and 9 levels. The tests were to be used in the context of program evaluation. Given the communicative goals of French immersion and the researchers' commitment to the area of communicative competence, it was decided to break with the traditional formats of language achievement testing and to design tests of communicative language proficiency. Such innovation can easily lead to complications; a detailed summary of which is provided in this article. The authors allow the reader to go behind the scenes, to follow their progression of thought in designing the project and to see how their choices led to unintended consequences at variance with the results they were attempting to achieve. However, the pedagogical value of the materials themselves is outstanding. Thus, this account is a most interesting one which serves to point out the complexity of the field of language testing in the eighties and can serve as a source of inspiration, but at the same time caution, to people working in this area.

Leblanc, R. and Bergeron, J. 1986. L'évaluation dans une pédagogie de la communication. In A.M. Boucher, M. Duplantie and R. Leblanc (eds.) Propos sur la pédagogie de la communication en langues secondes. Montréal: Centre Educatif et Culturel, 129-145.

Beginning with a brief review of the traditional language testing techniques, the authors then comment on their basic

irrelevancy today given the current emphasis on the communicative dimension in teaching and learning a second language. A discussion of the evaluation process in general, as well as a look at some of the problems currently facing the second language testing field follows.

The heart of the article is devoted to nine specific examples of testing techniques which are presented and analysed based on their authenticity and relevance to the communication needs of the learner as well as to their practicality in being administered. Each activity is specified for a particular learner based on his/her accumulated number of instructional hours. No mention is made of scoring procedures. Very few techniques for evaluating oral expression are offered because the authors recommend that teachers use on-going classroom evaluation in that area. The nine examples are meant to be provocative for classroom teachers as they attempt to design tests which correspond to their communicative classrooms. In that light, this article is a very interesting one.

Leblanc, Raymond. 1985. Le testing de performance en langue seconde: Une perspective canadienne. In P. Hauptman, R. Leblanc and M. Wesche (eds.) Second Language Performance Testing. Ottawa: University of Ottawa Press, 285-308.

This article provides a glimpse of second language performance testing from a Canadian perspective by describing the instruments and methods of evaluation used by various organizations considered to be representative of the Canadian situation. The following organizations are included in this article : Civil Servants' Commission, Air Canada, Quebec's French Language Bureau, Canadian Pacific Ltd. and the University of Ottawa.

In each particular case, the background leading to the development of the test and its purpose are discussed, showing that the design of performance testing depends greatly on the context of the situation and the type of information being sollicited. Examples of tests range from the formal oral interview to peer and self-evaluation in authentic situations.

This article is quite valuable, for in keeping with Bachman's suggestion, it is important that the testing field survey what is currently being used as part of its attempt to move forward.

Omaggio, A. 1983. Proficiency - Oriented Classroom Testing. Washington,D.C.: Center for Applied Linguistics.

The introduction to this book makes an important contribution to the field of performance-oriented testing by emphasizing the discrepancy that exists between proficiency oriented classrooms and the types of achievement tests used by these same teachers. As an attempt to bridge the gap, Omaggio presents the concept of 'hybrid' tests - i.e. achievement tests which directly elicit performance in terms of specific course objectives but where naturalistic, communicative language is used as much as possible. She suggests that Function, Content and Accuracy are the three criteria that teachers need to apply.

The core of the book presents concrete ideas and examples intended for use by teachers when testing each of the four skills. Her examples are drawn from a number of different language levels and include modern languages other than English. An additional value of the book is that it explains and illustrates the integration of assessment activities and teaching/learning activities rather than seeing testing as an isolated activity.

Her testing suggestions would be considered in the middle of the continuum where discrete-point testing out of context is on one end and the use of authentic materials is on the other end.

Savignon, S. 1972. Overview (Chapter 1). Communicative Competence: An Experiment in Foreign Language Testing. Philadelphia: Center for Curriculum Development.

This overview of Savignon's research focuses on the development of tests of communicative competence suited to the beginning level of a College French program. A 30 minute interview type format is used with each student to measure his/her ability to communicate in four different contexts. First, the students were given a topic which they were to discuss informally with a native speaker. Secondly, the students were required to obtain as much information as possible, in a given time period, about the native speaker in front of them. Thirdly, students were asked to talk about a given subject for three minutes. Lastly, students were asked to describe the activities of an 'actor' in the room. A detailed explanation of these four contexts are provided along with scoring procedures which emphasized meaning as opposed to accuracy.

While many people might question her research design, the evaluation techniques used by Savignon can stimulate ideas for classroom teachers to use both in the area of testing as well as classroom activities.

Shohamy, E. In Press. A Practical Handbook in Language Testing for the Second Language Teacher. Oxford: Oxford University Press.

This handbook, which is intended primarily for classroom teachers, includes the main principles and procedures for constructing language tests, analyzing them and reporting the results to students and parents in a meaningful way. Secondly, the book specifically addresses the testing of each of the four skills offering the basic principles along with sample items for each one. Shohamy's approach to testing is based on the view that language is a means of communication and therefore the sample items and tasks attempt to test communicative and authentic language as it is used in real-life situations, i.e. through direct tasks. One important aspect which Shohamy emphasizes in her sample items is that the use of authentic materials for testing the receptive skills can be used at all learner levels for it is the design of our questions which we can tailor to be simple or more complex.

While this handbook does not offer a theoretical discussion of testing nor an explanation of psycometric procedures, it is a valuable source of information treated in a concise and readable format.

APPENDIX B

Alternatives in Student Evaluation
An Annotated Bibliography

Kathleen S. Foley

The Ontario Institute for Studies in Education

Alberta Ministry of Education. (1985). *Integrating Cultural Concepts into L2 Instruction: A Case Study Approach* (pp. 14-28). Edmonton: Language Services Branch, Alberta Education.

This document deals with culture in L2 instruction in general, and includes examples from Ukrainian, Spanish and Italian as well as French. It discusses basic principles of culture teaching and includes a brief section on evaluation. The pursuit of both affective and intellectual objectives, and the development of both skills and attitudes are considered important goals in culture teaching.

Four levels of cognitive operations and four levels of cultural themes are proposed for the evaluation of culture learning. In order to measure knowledge and comprehension of culture, the following are proposed: written answers, oral interviews, tape-recorded interviews, and open-ended essay exercises. Also suggested are alternative forms of evaluation which assess higher order cognitive and affective cultural objectives. These include: acting out a situation, finding information in a newspaper, applying knowledge by synthesizing material from various sources, providing reasons for answers, and discussing the advantages and disadvantages of an idea or situation (e.g. bilingualism).

In order to evaluate students' participation, interests and values, the following are proposed: informal observation, interviews, surveys, questionnaires, peer-appraisal, self-reports, inventories and role playing exercises. It is suggested that these evaluation techniques be used primarily for diagnostic purposes. All assessment, except the peer-appraisal and self-reports are conducted by the teacher.

Dickinson, L. (1987). *Self-instruction in Language Learning* (pp. 134-51 and 175-89). Cambridge: Cambridge University Press.

Level: Adult second language learners.

Dickinson's book deals primarily with adult learners who are learning their second language in the target language community, on their own or in a somewhat informal classroom setting. Nevertheless, some of the examples of self-assessment are relevant to the teaching of core French.

Self- and peer-assessment of compositions is a technique which could be useful for core French instruction. Students are divided into groups of 4 or 5. After writing their compositions, each student reads and grades their group's compositions (including their own) according to given criteria. The group then discusses the grades. The students must justify their grades and suggest at least one improvement for each composition (see pp. 187-9).

Another technique involves tape- or video-recording students' oral performance. They can then review and assess their own performance using a monitoring checklist to decide which areas need to be improved.

Dickinson describes several types of self-assessment checklists which are designed to help students estimate their abilities in various target language skills. These include both direct assessments (e.g. "I can tell someone about my interests") and indirect assessments (e.g. "Do you understand the following sentences...").

A technique for self-assessment of structural and stylistic accuracy is also suggested. Students are presented with sentences or paragraphs containing errors or stylistic deviations typical of their first language group and are asked to correct or improve them. Students should be given some help in terms of what to look for. This could also be done with the students' own work.

Finocchiaro, M. & Sako, S. (1983). *Foreign Language Testing: A Practical Approach*. New York: Regents Publishing Company.

Level: Elementary, high school and adult second language learners.

A chapter from this book, entitled "The teacher as informal test writer and user" forms the basis for this review. The authors outline four areas of assessment. The first assesses *discrete features of language* (i.e. sounds, grammatical items and vocabulary) through multiple-choice, fill-in-the-blank, matching and selecting items. The second section deals with *integrated communication abilities* which are assessed through traditional methods of evaluation such as dictation, multiple-choice questions, and describing pictures, as well as less traditional methods which will be described separately below. The third aspect discussed is *cultural understanding* which tests knowledge of, in Valette's (1986) terms, *history of civilization*. The final aspect discussed, *literary appreciation*, is for very advanced students and is not relevant for core French.

Less traditional methods of assessment include the following: performing an action, giving a summary of a talk, role playing, taking notes on a lecture, engaging in a conversation where different varieties or registers of language are used, listening to and reporting on a radio broadcast, being presented with a scenario and asked how one would respond, debating or holding round-table discussions, describing a picture so that another student can pick it out, reading a passage and deleting all illogical or irrelevant words or sentences, discussing the cultural allusions in a story or poem, rewriting a paragraph using a more formal or more casual style, writing a new ending to a story, indicating where a given conversation may be taking place, and indicating the attitude two speakers have towards each other (pp. 71-5).

Ministère de l'Education du Québec. (1983). *Guide d'évaluation en classe: primaire, langues secondes, anglais, français*. Québec: Ministère de l'Education.

Level: Elementary ESL and FSL students.

The document outlines seven stages which should be followed in carrying out formative classroom evaluation. 1) Determine the specific objective of the testing situation. 2) Situate the students; put the task in context. 3) Indicate what type of response is required of the students. 4) Provide the task stimulus to which the students are to respond. 5) Measure the students' performances. 6) Evaluate student performance against the task objective. 7) Decide what further instruction is necessary.

Evaluation formative interactive: Observation and student self-evaluation can be used in this context, the latter for the evaluation of language ability, attitudes, participation, and interests (see pp. 15-7). These evaluation procedures should not be used to assign grades, but rather to monitor student progress.

Evaluation formative ponctuelle: involves the use of checklists to note when a particular objective is attained. The objectives for this form of evaluaiton are described in functional terms, but the assessment involves traditional types of tasks.

Evaluation formative d'étape: Rating scales are used for this evaluation (e.g. p. 186). All assessment, except the student self-assessment, is conducted by the teacher.

Ministère de l'Education du Québec. (1984). *Démarche pour déterminer les indices permettant l'évaluation de la communication oral et de la production écrite en français, langue seconde.* Québec: Ministère de l'Education.

Level: High school FSL and ESL students (grades 7 to 11).

This document presents evaluation and observation grids within a functional framework. These grids are based on the results of two studies in which samples of students' oral and written production were collected and analyzed. This analysis produced levels of acceptability (*seuils d'acceptabilité*).

The ability to communicate is evaluated in light of the demands of each task and the student's grade level and not a global notion of French proficiency. Several criteria are given for each of the various levels on the evaluation grids, but not all criteria will apply to a given performance (e.g. pp. 11-3). The document suggests that 75% of the marks should be allocated for the message and 25% for the form of the student's response.

The document also gives several suggestions for the use of evaluation or observation grids. First, an evaluation grid should be given a few test-runs so that the teacher becomes familiar with it and uses it in a systematic fashion. Secondly, grammatical errors (i.e. pronunciation and orthography) should only be counted if they impede communication; other grammatical errors can be considered in the global ratings. Thirdly, the number of errors should be considered as a proportion of the number of words the student produces and not in absolute terms.

Newfoundland and Labrador Department of Education. (1981). *French as a Second Language: Elementary French Teaching Guide, Grades 4-6* (pp. 18-26). St. John's: Department of Education.

Level: Grades 4 to 6 FSL students.

The section in this guide devoted to evaluation reviews general principles of evaluation rather than specific examples of evaluation techniques. In addition to testing for grading purposes, the document suggests that evaluation should include: anecdotal reporting, classroom observation and checking students' affective development. Student progress as well as absolute or ultimate achievement should be evaluated.

Newfoundland and Labrador Department of Education. (1983). *French 3201* (pp. 41-9). St. John's: Department of Education.

Level: Core French students.

This document proposes that term work, as opposed to quizzes and exams, should include a minimum of four presentations, dramatic portrayals and *compositions dirigées* for each student. Of these four, the best two should be selected for grading. The document provides a scale for the evaluation of oral and written performance and an attitude scale (see pp. 46 and 48).

Newfoundland and Labrador Department of Education. (1985a). *Intermediate/Senior French* (pp. 7-8). St. John's: Department of Education.

Level: High school core French students.

For the assessment of conversational fluency, the document proposes evaluating tape-recorded conversations between two students at the beginning and end of the school year. Other techniques include continuous and periodic observation, and oral interviews. Student performance can be rated on a scale from 0 to 10 for: amount of information, ease of comprehension and complexity of the message.

Newfoundland and Labrador Department of Education. (1985b). *Ensemble Culturel 1, 2 et 3.* St. John's: Department of Education.

Level: Grades 4 to 6 FSL students.

This is a teacher's resource book for teaching culture. Culture study, in this case, "is viewed primarily as a source of motivation" and formal evaluation is not stressed. The focus in evaluation is on interest, participation, attitudes and values. The evaluation techniques proposed are: interviews, surveys, questionnaires, rating scales and observation. Rating scales, ranging from above average to below average, are suggested for rating participation, respect for others, tolerance of differences in people, interest in francophone culture, and awareness of French Canada.

APPENDIX B

Ontario Ministry of Education. (1980). *French Core Programs, 1980* (pp.78-83). Toronto: Ministry of Education.

Level: Elementary and high school core French students.

This document contains a section on evaluation. It first discusses purposes and principles of evaluation. It then suggests several procedures for evaluation which may be useful in core French programs: observation, teacher-student interviews, rating scales, participation charts, student self-evaluation, checklists, and classroom tests and examinations. No details of these procedures are given, but the reader is referred to Ontario Ministry of Education (1976).

The document also discusses general impression scoring in which the teacher provides a mark based on "an overall impression measured against predetermined criteria". As measures of integrative skills, the document suggests oral or written production of continuous discourse (a speech or composition), cloze tests, dictation, and translation in the later grades.

Ontario Ministry of Education. (1986). *French as a Second Language/Français langue seconde: Curriculum Guideline, Ontario Academic Courses* (pp. 16-7, plus appendices). Toronto: Ministry of Education.

Level: Core French, extended French and French immersion students at the OAC level.

Suggested evaluation techniques include sight reading comprehension, dictation, answering questions, and making oral presentations. The marking criteria are described in terms of the students' "ability to understand ideas conveyed in French and to communicate clearly and coherently their own ideas..." (p. 16). It is proposed that marks should be allocated for: the information presented, clarity of expression, the organization of ideas, critical thinking and language. No more than 20% of the marks should be deducted for grammatical inaccuracies in what are called "integrated language activities" which make up 85% of the assessment. The remaining 15% of assessment is devoted to "language knowledge" tasks which evaluate grammar and vocabulary. Rating scales for the evaluation of oral and written assignments can be found in the appendices to the text. Student self-evaluation is suggested for the evaluation of the process of group work.

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Parker, D. (1980). A guide to evaluation in the French program. In Alberta Education (Ed.), *French as a Second Language Handbook* (pp. 161-214). Edmonton: Alberta Education.

Level: Elementary and high school FSL students.

This article discusses some general principles of evaluation and presents examples of test items. Three test foci are outlined: linguistic competence, communicative performance, and cultural and affective awareness. Evaluation techniques include: paper-and-pencil items, performing commands, short answer responses, reading aloud, telling a story based on a picture, interviewing someone, acting as a translator for an English and a French speaker, giving an oral or written summary of a reading passage, cloze tests, and changing the setting of a story.

The evaluation of culture involves primarily factual knowledge questions. The author suggests that cultural attitudes be assessed using the type of instrument developed by Gardner. A final form of evaluation proposed is continuous assessment in which a chart containing target objectives for a course is prepared and an individual student's achievement of these objectives is noted as it occurs.

Saskatchewan Department of Education. (1983). *Student Evaluation: A Teacher Handbook for Divisions I, II, III and IV* (pp. 23-37 and 87-94). Regina: Department of Education.

Level: Elementary and high school students in all subject areas.

Observation may be of four types. 1) *Anecdotal records*: written descriptions of teachers' observations of student behaviour which show patterns over a period of time. 2) *Checklists*: mark the presence or absence of an item or characteristic, but not the quality or degree. 3) *Rating scales*: measure the extent to which a particular item or characteristic exists in a student; they provide finer discriminations than checklists. 4) *Ranking scales*: measure the degree to which a student possesses a characteristic and are most appropriate for assessing products.

Interaction includes: 1) *interviews/discussions* which may be structured or unstructured and can be used to supplement and validate information collected through other means; and 2) *oral assignments* which could involve oral questionning or an oral examination.

The assessment of affective factors, such as attitudes, interests and values, can be conducted with checklists, questionnaires or inventories, and questions in a student-teacher interviews.

The handbook outlines the goals and advantages of self-assessment and details its use in students' written comments and conferences with the teacher. The handbook also distinguishes self-grading from self-assessment and cautions against reliance on the former, since research shows that self-grades tend to become less accurate over time.

Peer-assessment can be used to provide immediate and receptive feedback to the students. Through evaluating others' work, students will refine their critical skills. However, the handbook does not recommend peer-grading, "as it is too subjective and intimidating."

Seelye, H. N. (1984). *Teaching Culture: Strategies for Intercultural Communication* (p. 164-89). Lincolnwood, Ill.: National Textbook Company.

Level: Elementary and high school students.

This book deals with cultural or intercultural communication teaching in general, but is closely linked to foreign language teaching. Seelye stresses that culture should be taught in the first years of language study, not just at the upper grade levels.

Attitudes: Seelye warns that tests of attitude change are not adequate for drawing conclusions about an individual student's attitudes, but may be used as an indication of a change in attitudes of the class as a whole. Therefore he suggests that these tests be completed anonymously. Attitude assessment techniques include semantic differential scales, social distance scales, checking cultural statements with which the students agree, and questionnaires (e.g. pp. 167-70).

Cultural skills and knowledge: can be evaluated using standardized multiple-choice tests, self-assessment checklists, simulations, objective tests, audio or visual tests (see pp. 186-7), oral examinations, and tactile tests.

Valette, R. M. (1986). The Culture Test. In J. M. Valdes (Ed.), *Culture Bound: Bridging the Culture Gap in Language Teaching* (pp. 179-97). Cambridge: Cambridge University Press.

This article was first published in 1977. Valette divides culture into two components: *anthropological or sociological* culture and the *history of civilization*. The former includes the attitudes, customs and daily activities of a people, their ways of thinking, values, and frames of reference; the latter includes the geographic, historical, economic, artistic and scientific characteristics of a people. This article emphasizes the evaluation of knowledge of various aspects of culture primarily through paper-and-pencil tests.

Five areas in which culture can be tested are discussed. The first, *culture awareness*, assesses history of civilization cultural knowledge. The second, *knowledge of etiquette*, assesses the ability to adopt the target culture's patterns of etiquette. Knowledge of etiquette can be evaluated through role play or *cultural capsules* where students are asked what they would do in a given situation. The third area, *cultural differences*, includes conventions such as dates and time, the significance of linguistic cultural referents such as a particular holiday or geographic region, and performing according to target culture conventions such as buying a train ticket or writing a business letter. In the fourth area, *cultural values*, students are presented with an example of target culture behaviour and are asked to interpret the situation in terms of the values of the target culture. The final section, *analysis of the target culture*, discusses several formal ways of analyzing the target culture.

The types of test items disscussed in the article include: multiple-choice questions, short answer questions (e.g. true/false), short explanations, and role plays or acting out a situation (e.g. a greeting).

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APPENDIX C

Taxonomy of Education Objectives: Affective Domain*

*Based on Bloom, Hasting & Madaus, 1971

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1. Receiving (attending) The first category is defined as the willingness to receive or attend to certain phenomena. A typical objective would be: "The student develops a tolerance for listening to French radio or television."

2. Responding "Responding" refers to behavior which goes beyond merely attending to phenomena. It implies active attending, doing something with or about the phenomena. Here a typical objective would be "The student voluntarily reads books, magazines and newspapers in French."

3. Valuing Behavior at this level of the taxonomy goes beyond merely doing something with or about certain phenomena. It implies perceiving them as having worth and consequently revealing consistency in behavior related to these phenomena. A typical objective at this level would be: "The student writes letters to native French-speakers on issues he feels strongly about."

4. Organization Organization is defined as the conceptualization of values and the employment of these concepts for determining the interrelationship among values. Here a typical objective might be: "The student begins to form judgements about the bilingual nature of Canadian society."

5. Characterization The organization of values, beliefs, ideas, and attitudes into an internally consistent system is called "characterization." This goes beyond merely determining interrelationships among various values; it implies their organization into a total philosophy or world view.

APPENDIX D

An Agenda for Evaluating a Core French Curriculum

Stan M. Shapson

Abstract

This paper presents an agenda for the evaluation of core French programs. It attempts to show why systematic evaluation is an essential follow-up to a major curriculum development project; and it outlines major trends and steps for the evaluation process.

An agenda for evaluation is important because of all the well-identified problems inherent in curriculum implementation. There have been too many examples of newly developed curricula which are deemed to be "good" but never get ingrained into the culture of teaching in the schools. It is important that this common problem not be repeated after renewed efforts at designing new curriculum materials to enhance the teaching of core French in the schools. Program evaluation will promote the careful monitoring of the difficult transition from curriculum development to successful classroom implementation.

The agenda for evaluation is based on the following set of assumptions:

1. That core French programs offered in schools across Canada can be improved and that the new curriculum syllabus being developed ought to contribute to this improvement.

2. That discrepancies will exist between visions which curriculum developers have for the new syllabus and the way in which core French curriculum materials are implemented in the schools.

3. That evaluation findings can assist by identifying discrepancies, creating a forum to discuss problems that arise, and ultimately affecting improvements in core French teaching.

4. That improvement requires change in practice which is highly complex. New curriculum development is only the first stage. Change in core French demands an ongoing commitment from all major stakeholders.The purpose of the paper is to:

1. Show the need for systematic evaluation studies of the implementation of new core French curriculum materials;

2. Outline major trends and developments in evaluation that should provide the basis for these studies;

3. Discuss steps to be undertaken in designing an agenda for the evaluation of core French programs.

The need for program evaluation

The Research and Evaluation task force feels that it is critical to develop a agenda for

evaluating core French programs. It is proposed that systematic evaluation studies be undertaken of core French programs in sites across Canada where new curriculum materials are being adapted or piloted. The broad goals of the proposed evaluation studies would be to:

a) examine the process of implementation of any new core French curriculum materials. Through surveys and systematic classroom observations, it will be important to monitor factors such as teaching strategies and practices; teacher and student satisfaction with the curriculum and materials; accounts of the in-service being provided; strengths and weaknesses in core French programs; and suggestions for change.

b) assess the performance of students in relation to the objectives of the four curriculum syllabuses.

The proposed agenda for evaluation is important because of all the well-identified problems inherent in curriculum or program implementation (e.g., Fullan, 1981). There have been too many examples of newly developed curricula which are deemed to be "good" but never get ingrained into the culture of teaching in the schools. It is important that this common problem not be repeated after renewed efforts at designing curriculum syllabuses to enhance the teaching of core French in the schools. Curriculum development is only the first step in the process; one cannot assume, just because new curriculum materials are established, that they will be used effectively by teachers or that the anticipated student outcomes will result. Program evaluation will promote careful monitoring of the difficult transition from curriculum development to successful classroom implementation.

Trends in evaluation

This section of the paper outlines major trends in program evaluation which provide direction for designing studies to monitor the effectiveness of core French programs.

Descriptive and case study methodologies

Stake's (1967) earlier work recalls the many kinds of data that are eligible for collection in evaluation studies (See Figure 1). In the early stages of implementation of new core French curriculum materials in locations across Canada, evaluation studies should focus on providing detailed information in the "descriptive matrix" of Stake's model. In other words, emphasis should be placed on collecting rich descriptive data to examine the relationship

between "antecedent conditions" (e.g. background of teachers and students), "transitions" (e.g. teaching strategies, materials used), and "student outcomes" (e.g. achievement, attitudes). Descriptive studies will allow teachers, researchers, and policymakers to truly understand the core French program. The main tasks of the evaluator will be to make comprehensive statements of how new curriculum materials are observed to be implemented (e.g., amount of instructional time, materials used, teaching practices and strategies) and to determine the satisfaction and/or dissatisfaction that stakeholders feel toward aspects of the core French curriculum, their assessments of support needed and their suggestions for change. A system of curriculum evaluation, based on Stake's model, has in fact been successfully adopted by the Quebec Ministry of Education (see Dialogue, 1982).

Many evaluation studies are too technical and often there is an absence of thoughtful review of activities and issues associated with a program (Stake, Shapson & Russell, 1987). Stake (1975) created an outline of prominent events to guide evaluation team members into activities which encourage reflection on practice (see Figure 2). The ideal evaluation study of the core French curriculum should not be one that follows a fixed routine. Time needs to be set aside for: problem identification and clarification; recognizing different purviews; validating and portraying the experience of the study. Naturalistic inquiry and responsive case study methodologies (Guba & Lincoln, 1981; Stake, 1978) should be used to study indepth specific examples where implementation of the curriculum is running smoothly in sites across Canada versus those where difficult problems need to be overcome.

Qualitative data analysis

Evaluations that are based on descriptive case study approaches will normally produce a rich source of qualitative data. In the past, evaluators have shied away from working with such data because of difficulties that arose when they attempted to systematically reduce, analyze and interpret these data. To help draw valid meaning from qualitative data, source books such as the one produced by Miles & Huberman (1984) will be helpful. For example, among the analysis procedures for qualitative data which are now available to researchers working on core French evaluations are the following:

(i) Preparing contact summary sheets. This is normally done without referral to raw data and serves to capture initial impressions of an observation, interview, meeting or discussion. Through this process, one is able to highlight the main themes or issues which became apparent throughout the contact and to set directions for the follow up contacts.

(ii) Consolidating the responses. This usually involves rewriting verbatim or reorganizing

notes gathered during interviews or observations. This serves two purposes: to review the raw data at hand and to create an easier referral system.

(iii) Coding. Miles and Huberman (1984) describe this as the "...process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appear in written-up field notes" (p. 21). Coding permits the clarification and quantification of qualitative data while retaining the richness of words as well as the retrieval, organization, and reduction of bulky data.

(iv) Establishing of categories. This involves the collapsing of some of the codes to create more meaningful and workable data. The categorizing allows for easy transformation of data to various forms of visual representation such as tables, graphs, organizational charts and checklists. The display of data, in combination with narrative text, can be very powerful when describing or explaining the implementation of core French curriculum materials.

The above procedures are important tools to be used by evaluation team members. They are referred to here only to reassure policymakers and practitioners that important qualitative data associated with core French studies can be meaningfully categorized and summarized, and subsequently utilized for program improvement.

Tailoring and monitoring for program improvement

A frequent criticism of large-scale evaluations is that they serve only the needs of funding agencies and evaluators but not those of other participants. In any evaluation of the core French curriculum, a strong commitment must be made to tailor the studies to the needs of all participants. For example to facilitate communication between researchers, policymakers and practitioners, one can tailor "products" of evaluations by preparing individual profiles of results for each participating province or school district. This approach is intended to provide information that is useful for decision makers, and to facilitate follow-up data collection activities of a self-evaluative nature (e.g., Shapson, 1982).

A main feature of the proposed evaluation of the core French curriculum, similar to what has been advocated by the other program evaluators (e.g., Cooley, 1983), should involve the continuous activity of data collection, the monitoring of program indicators, and the tailoring of practice accordingly. Cooley argues that a large, one-shot summative evaluation study that attemps to determine the impact of a new program or curriculum on students is hardly valuable. The alternative which he proposes involves developing and monitoring a variety of performance indicators over time. Whenever an indicator moves into an unacceptable

range, priorities for improvements are identified, and focussed corrective action which is referred to as tailoring practice is undertaken. Ideally, another cycle of data collection, monitoring and tailoring would then start up.

Collaborative research

In order for a model of evaluation to be effective, especially one involving monitoring of program indicators and tailoring of practice, it will require on-going dialogue between stakeholders and evaluators. Out of this dialogue the needs for information are identified, strategies for obtaining it are defined, as are means for change. This strongly suggests that a collaborative approach to research be deployed (e.g., Lieberman, 1985; Ruddock, 1984; Stenhouse, 1984; Hopkins, 1985). As Lieberman (1985) points out, the principle of "working with" not "working on..." becomes paramount; collaborative research can provide a powerful means for teacher reflection and self learning and can create norms of collegueship between researcher and teacher, and perhaps more importantly between teacher and teacher.

The proposed agenda for research on the core French curriculum should be based on a sincere collaborative model ensuring involvement of evaluators, curriculum developers, teachers and policymakers. This approach would follow naturally from the organizational structure of the National Core French Study which provided for both the "Research and Development" and the "Schools Project" components. In the collaborative research phase, people must work together on a regular basis, using new structural arrangements, so that meaningful questions involving the implementation of core French curriculum materials can be formulated and then studied. Collaboration is not easy but the benefits far outweigh the extra effort if lasting curriculum changes are going to be effected. Combining the expertise across the stakeholder groups will help ensure that we learn about the strengths, weaknesses and problems that arise in attempting to improve core French across Canada. Recent work has given rise to helpful guidelines for successful collaborative endeavours (see Figure 3).

Multisite qualitative policy research

The agenda for evaluating the core French curriculum will have to provide a strong basis for generalizing across a variety of settings in different regions of the country. Earlier, it was noted that descriptive and case study methodologies should be important features of our evaluative work. However, one has to be alerted to the fact that studies based on these methodologies have suffered in the past because they left a weak basis for generalizing from one setting to another. As a result, there is a need to carefully design multisite qualitative

studies that address the same evaluation questions in a variety of settings. It will be necessary to ensure cross-site comparisons without sacrificing within-site understanding (Herriott & Firestone, 1983).

Herriott & Firestone (1983) discuss several interrelated design issues which must receive attention in multisite, qualitative research:

(i) the degree to which the data collection effort should be "structured" vs. "unstructured";

iii) the number of sites to be studied;

iii) the length of time to be spent at each site;

iv) the degree of emphasis on "site specific reporting" vs. cross-site, "issue specific reporting."

Steps in the evaluation of the Core French curriculum

Evaluation should be a continuous process which underlies all new curriculum development efforts. In the previous section, important trends in evaluation were outlined. Four critical steps in the evaluation process based on Gronlund (1985) are now presented.

1. State the intended learning objectives for the curriculum.

The first step in the process is to state learning objectives: what is expected of students at the end of the new curriculum units? In the case of the National Core French Study, each of the four curriculum task forces (French language, Culture, Communicative/ Experiential activities, and General language education) will have identified objectives for the content of their syllabus and stated them in terms of desired learning outcomes. The stating of objectives is the first stage that will provide direction to the teaching/learning process and set the stage for evaluation.

2. Provide the instructional materials and learning activities for the unit.

Here the emphasis is on the process of instruction. How do teachers integrate curriculum

materials and teaching methods into planned instructional activities in their core French classes? Surveys and interviews of participants (e.g., teachers, administrators, and students) along with systematic observations of teaching strategies and classroom practice (e.g., see Harley et al., 1987; Ullmann & Geva, 1985) should be undertaken in this step of the process.

Areas to be investigated could include factors such as:

Factor	Selected Examples
Teachers' Background	training and experience in teaching French
Students' Background	previous experience in French
Program Background	amount of time for French, program objectives
Curriculum & Materials	materials used, teacher satisfaction, problems encountered, assessments of strengths and weaknesses
Teaching Practices	nature of teacher - student and student - student verbal interactions, method of instruction (group vs. individual work)
Recommendations	suggestions for change suggestions for support (e.g., in service)

3. Determine student progress toward stated objectives.

Here the concern is with determining the extent to which students are achieving the learning objectives of the core French curriculum. In this step one will have to match tests and other evaluation instruments to the intended learning objectives of the new curriculum syllabuses. Student achievement can be used to determine the effectiveness of particular curriculum materials or teaching strategies and/or to serve as a baseline from which to monitor progress in subsequent years. Among the current themes in second language testing that should be kept in mind when choosing or developing tests for this step of the process are:

(a) the need to emphasize the **four-language skills** — listening, reading, speaking, and writing. Among the main sources to consult are: the Research Task Force's annotated bibilography (Foley, Harley & d'Anglejan, 1987), and a recent Ontario study to develop instruments for core French programs (Harley & Lapkin, 1987);

b) the need to consider new advances in **communicative language testing** (e.g., see Day & Shapson, 1987; Harley et al., 1987; Hart, Lapkin, & Swain, 1987; Stansfield, 1986).

c) the need to examine **affective outcomes** of second-language programs such as student interest and enjoyment, attitude development (e.g., see Gardner, 1985; Smith & Massey, 1987) and cultural outcomes (e.g., Damen, 1987; Valette, 1986).

4. Reporting and using evaluation results

The ultimate reason for conducting an evaluation is to inform those who are seeking to improve the teaching of core French in the schools. Thus, the reporting of results to different stakeholder groups is an important part of the process. As mentioned previously (Shapson, 1982), the use of advisory committees to review and interpret the results of evaluations and the preparation of individual profiles for each participating school district across the country will help to ensure that results are used for program improvement. It is further proposed that executive summaries of evaluations be produced to highlight the main findings for policymakers and administrators and that separate detailed technical reports be prepared for second-language researchers.

Summary

Any evaluation inevitably requires additional expenditure of time and effort by Ministries of Education, school districts and their staff who are already hard pressed to meet all the demands placed on them. If there is no commitment to using results for program improvement, evaluation becomes little more than a futile routine exercise with little value or credibility. However, evaluation can be most effective when undertaken as a collaborative effort among policymakers, teachers and researchers.

This paper has presented such an agenda for the evaluation of the core French curriculum. It has attempted to: (1) show why systematic evaluation is an essential follow-up after a major curriculum development effort; (2) outline major trends and steps in the evaluation process so that studies responsive to the needs of all stakeholders can be mounted.

In closing, it should be clear that the agenda for evaluation being proposed is based on the following set of assumptions:

1. That core French programs offered in schools across Canada can be improved and that the new curriculum syllabuses being developed ought to contribute to this improvement.

2. That discrepancies will exist between visions which curriculum developers have for the

new syllabuses and the way in which core French curriculum materials are implemented in the schools.

3. That evaluations can assist by identifying discrepancies, creating a forum to discuss problems that arise, and ultimately affecting improvements in core French teaching.

4. That improvement requires change in practice which is highly complex. Curriculum development is only the first stage. Change in core French demands an ongoing commitment from all the major stakeholders in the school community (policymakers, teachers, administrators, students, parents, and researchers).

In order to put in place an agenda for evaluation of the implementation of core French programs, the following timetable of activities ideally should be sought:

YEAR	MAIN ACTIVITIES
Year I	Dialogue among stakeholders regarding evaluation needs Negotiating the main questions for evaluation Developing methodology and instruments Observations and pilot testing
Year II	Continuing to develop instruments Training staff for evaluation Collecting data
Year III	Analyzing results Reporting results Dialogue among stakeholders regarding using the results for program improvement

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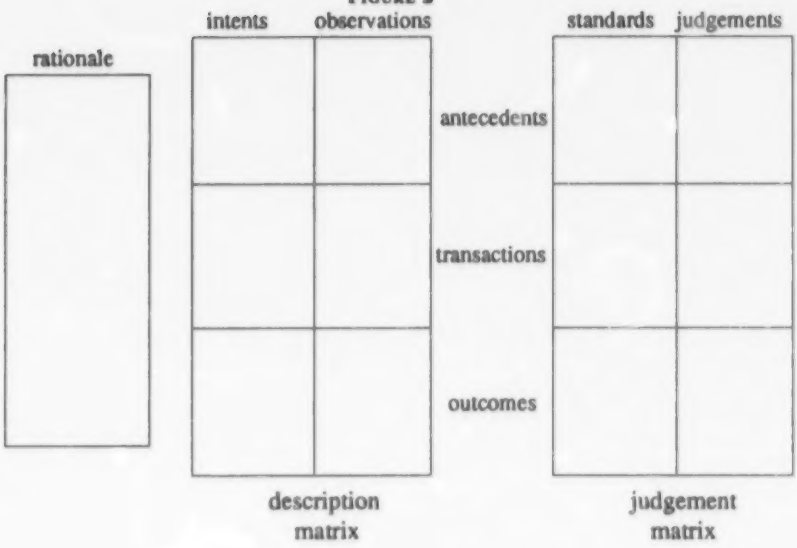
FIGURE 1

A LAYOUT OF STATEMENTS AND DATA TO BE COLLECTED BY THE EVALUATOR OF EDUCATIONAL PROGRAMS

(from Stake, 1967)

FIGURE 2



PROMINENT EVENTS IN A RESPONSE EVALUATION
(from Stake, 1975)

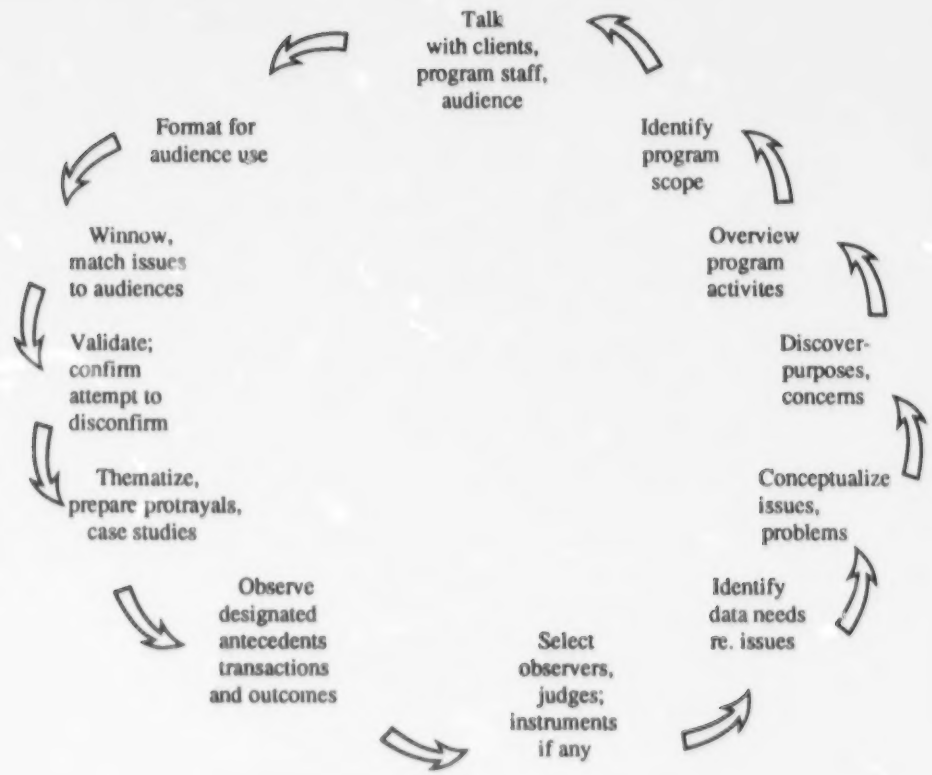

Talk with clients, program staff, audience
Identify program scope
Overview program activites
Discover- purposes, concerns
Conceptualize issues, problems
Identify data needs re. issues
Select observers, judges; instruments if any
Observe designated antecedents transactions and outcomes
Thematize, prepare protrayals, case studies
Validate; confirm attempt to disconfirm
Winnow, match issues to audiences
Format for audience use

FIGURE 3

GUIDELINES FOR COLLABORATIVE WORK

(from Lieberman, 1986)

- Some type of organizational structure is needed to collaborate
- A small core of people actually work on the collaboration
- Time for collaboration needs to be allotted
- Skillful people working together enhance collaborative work
- Initially, activities propel the collaboration, not goals
- Large superordinate goals for collaboration become clearer after people have worked together
- People often underestimate the amount of energy it takes to work with other people
- Collaboration with schools demands an understanding of schools as complex social organizations shaped by the realities of specific contexts
- Ambiguity and flexibility more aptly describe collaborations than certainty and rigidity
- Conflict in collaborative work is inevitable; it has the potential for productive learning
- People can participate in collaborative work for different reasons, but they should include wanting to do things together
- Products created by collaborating create an important sense of pride in collaborative work
- Shared experiences over time build mutual trust, respect, risk-taking, and commitment.

APPENDIX E

REPORT ON THE PILOTING OF "SE LANCER EN AFFAIRES AVEC UN JEU"

BIRGIT HARLEY
ALISON D'ANGLEJAN

Acknowledgments

Many individuals contributed generously to the pilot study on which this report is based. We wish to express our gratitude to the Provincial Representatives of the National Core French Study for their role in implementing the pilot study in each region, and to the participating teachers, students, and observers whose reactions to the integrated teaching unit form the data for this report. We are grateful to Elizabeth Ford, Kathryn Shred Foley, Mary Lou King, and Yilin Sun for analysis of the questionnaire data, to Doug Hart for statistical advice, and to Joyce Hayes and Ellen Jeske for wordprocessing of the report. We acknowledge with thanks the financial support of the Secretary of State and the technical facilities provided by the Modern Language Centre of the Ontario Institute for Studies in Education.

B.H.
A. d'A.

Introduction

This report concerns a pilot study carried out in spring 1989 as part of the National Core French Study (NCFS), a curriculum renewal project of the Canadian Association of Second Language Teachers. The pilot study consisted of the field-trials of an experimental teaching unit designed for grade 10 core French students. There were two major goals to this pilot study:

1. to demonstrate in concrete fashion how content from each of the four syllabuses of the proposed multidimensional core French curriculum could be integrated in a set of classroom materials; and

2. to document reactions to use of such a teaching unit by core French teachers, students, and classroom observers in a wide range of locations across Canada.

Each of the four syllabuses -- language, communicative/experiential, culture, and general language education -- had been developed by a different task force as an appropriate division of labour and in order that the conceptual distinctiveness of content and objectives for each syllabus could be clearly defined. From the beginning of the national study the intention had nonetheless been that in classroom practice the four syllabuses would be integrated as a coherent whole. The grade 10 teaching unit "Se lancer en affaires avec un jeu" (Tremblay, Painchaud, LeBlanc, and Godbout 1989) was specifically designed as an illustration of how integration of syllabus content could be realized in practice.

This report of the pilot study is organized as follows. In section 1 we provide a brief introduction to the four syllabuses of the multidimensional curriculum and the notion of integration. Section 2 describes the goals of the teaching unit, the way in which it integrates content from each syllabus, and the various components of the unit itself. In section 3 we present the design of the pilot study, including information about the participating classes, the preparation of teachers, and the procedures used for eliciting reactions to the teaching unit. Results of the study are presented in section 4, and conclusions in section 5.

1. The four syllabuses and their integration

Our purpose here is to draw attention briefly to some key features of the four syllabuses and the principles of integration that underlie the experimental teaching unit. A more substantial overview of each of the syllabuses is provided in "Integration in Action", a professional development kit prepared by the teacher education and professional development task force of the NCFS (Roy et al 1989), while a detailed discussion of integration is available in the

NCFS synthesis prepared by the director of the national study, Raymond LeBlanc (1989). For more complete information about each of the syllabuses of the multidimensional curriculum, the reader is directed to the syllabus documents prepared by the relevant task forces: Painchaud (1989) on language, Tremblay et al. (1989) on the communicative/ experiential syllabus, C. LeBlanc et al. (1989) on culture, and Hébert (1989) on general language education.

In the **language syllabus**, the focus is on the French language as an object of study and practice. This 'analytic' approach to language is familiar as one which is traditionally associated with second language programs. The linguistic content of this language syllabus is broader than in the past, however, extending beyond the realm of grammar and vocabulary to include content derived from recent work in semantics, pragmatics, discourse analysis and sociolinguistics. The main goal of the language syllabus is communicative competence -- not just knowledge of the language system but the ability to use this knowledge in communication.

The non-analytic **communicative/experiential syllabus** is complementary to the language syllabus. It is designed to promote communicative competence by offering experience in using the second language for authentic communicative purposes. The intent is to provide motivating, non-arbitrary themes and activities that will be personally and educationally relevant to students, increasing their communication skills and, at the same time, enriching their experience in a variety of domains.

In the **culture syllabus**, the focus is on contemporary small-c culture -- on francophone people of today, where and how they live, and what it means to be a francophone in the Canadian context. Cultural content is seen as more central to the core French curriculum than has traditionally been the case, reflecting the view that cultural knowledge is an essential dimension of successful communication. Topics fan outward gradually from local and regional to national and international, and progress from an emphasis on simple facts at early grade levels to a concern with broader issues at the advanced level.

The **general language education syllabus** is concerned with developing language awareness, cultural awareness and strategies for learning. It is designed to encourage students' reflection on the nature of language and culture and to promote an active, self-reliant approach to language learning that will not only improve skills in French but will transfer to other learning contexts too.

Integration. With the limited time available in a core French program, it is clear that the contents of the four syllabuses cannot simply be strung together in a purely additive way. Instead they have to be economically integrated as a coherent whole. In his synthesis of the national study, Raymond LeBlanc (1989) bases integration on a number of key principles:

the need to respect the global integrity of language as a functional entity; the need for students to have personally relevant experiences in the second language which will enable them at the same time to develop their learning strategies; the recognition that the principal aim of communicative competence means above all the ability to use one's grammatical, discourse, sociocultural and strategic knowledge in authentic communicative situations. Together these principles lead to the conclusion that an experiential approach should be privileged in a core French program and should serve as the basis for integration. Integration of individual teaching units --each with explicit educational objectives -- should thus be based on an experiential domain that starts from the personal experience of the learner. The communicative-experiential syllabus is seen as the major source of such domains, but they may also arise from the culture and general language education syllabuses. An important criterion for choice of domain will be that it lends itself naturally to the incorporation of content from other syllabuses. Once it has been selected, the domain serves as the raison d'être for the inclusion of other syllabus content. Thus, for example, analytic teaching of language points is incorporated where needed as a means to achieve communicative objectives of the unit, but is not introduced as an end in itself (R. LeBlanc 1989:ch.6).

2. The integrated teaching unit

In an introduction to the grade 10 teaching unit "Se lancer en affaires avec un jeu", the authors explain its educational goals and the way in which aspects of the four syllabuses are integrated in its design.

The unit is built around a theme originating from the communicative/experiential syllabus -- a business venture involving the invention and marketing of a game. Students are led through a series of activities in French designed to develop their experience in the business domain and foster their creativity. With the focus of the game on the francophone world, cultural content and a cultural knowledge goal are closely integrated with this experiential theme. Analytic code-focussed work on language is incorporated as and when it is deemed to be needed by students in order for them to make accurate communicative use of French in living the experiences of the unit. The authors explicitly reject a structurally sequenced approach to language content on motivational grounds, arguing that: "Le besoin réel de communiquer est un bien plus grand motivateur que l'inscription d'un élément de langue dans un programme" (Tremblay et al. 1989:5). Content from the general language education syllabus is related to recordings of francophones that the students listen to as they gather information for their games. It takes the form of reflection on the phenomenon of regional accents. The general language education goal of learning how to learn is also targeted in activities that prompt students to use strategies to enhance their comprehension.

There are four components to the materials of the integrated teaching unit: a student booklet, an activity workbook, an audio-cassette, and a teacher's guide. All this material is in French. The booklet and cassette contain documentation (written and oral) designed to provide the students with ideas and information for designing and marketing their games. The workbook consists of a variety of exercises aimed at helping students understand the documents they read and listen to, and at preparing them to carry out the main tasks of inventing and marketing their own games. The teacher's guide provides detailed step-by-step guidance for use of the unit, and includes transcripts of the oral texts as well as evaluation activities for each of the six lessons included in the unit. A brief synopsis of the contents of the unit, which is in two parts of three lessons each, is presented below.

In Part I, "Créer un jeu", the first lesson is entitled "Participer à un concours". It introduces students to the idea of becoming inventors, familiarizes them with the rules for participating in a (real) national competition, and provides them with an opportunity to work on the language of instructions that will be useful in creating their games.

Lesson 2, "Se renseigner sur la francophonie", is concerned with developing students' knowledge of the francophone world as they gather information for use in the games they are to create. This lesson also focusses on strategies for the comprehension of texts by anticipating their contents from a variety of clues. Having listened to taped interviews with francophones from different countries, students are encouraged to reflect more generally on the phenomenon of regional accents.

Lesson 3, "Inventer un jeu", reviews the nature of the different types of games that students already know and leads them, via a concrete example, up to the invention and writing of rules for their own games (in pairs or small groups).

In Part II of the unit, "Faire des profits", students have to imagine that they will be launching a business venture. In lesson 4, "Portraits d'inventeurs/entrepreneurs", they read and listen to interviews with successful inventors, and discuss what it takes to be a good entrepreneur. Students are again encouraged to use anticipatory strategies to improve their comprehension of the relevant oral and written documents and to help them pick out the information they need.

Lesson 5, "Stratégies pour faire des profits", presents pros and cons of two basic marketing strategies -- (1) manufacturing one's own product, and (2) selling one's invention -- and develops the language needed for students to express their own opinions and preferences in this regard. Having chosen a basic strategy, each student prepares a plan of action for the manufacture and sale of their game.

Lesson 6, "Faire connaître son produit", is an optional lesson. Based on an interview with

an expert in marketing, students are led to reflect on the qualities of good advertising. The relative costs of alternative advertising media are also considered. In a creative writing assignment, students then prepare an advertisement for the game they have invented.

Altogether, the unit is designed to take at least ten hours of class time, with optional sections to take account of the fact that some classes are likely to progress more rapidly than others.

3. Design and implementation of the pilot study

Selection of classes for the pilot study was made by the Provincial Representatives of the National Core French Study, whose participation in the study in spring 1989 was invited at a Schools Project meeting held on December 5, 1988. In January and early February 1989, the materials for the study were made available to the participating provinces, including (a) the professional development kit "Integration in Action", (b) the various components of the teaching unit, and (c) questionnaires for teachers, students, and classroom observers to provide feedback on the unit to the research and evaluation task force of the NCFS (see February 8 memorandum in Appendix A). At that time the Provincial Representatives were also provided with a form to fill out with details of the final sample of classes selected in their province/territory (see Appendix A).

The sample

Eight provinces and the Northwest Territories opted to take part in the pilot study, and between them selected an estimated total of 43 pilot classes. The final sample of classes that returned questionnaires to the research and evaluation task force was slightly smaller, at a total of 39 classes.1 These classes were distributed across provinces as indicated in Table 3.1. Almost all were at the grade 10 level. On the forms they returned, the Provincial Representatives also provided information about background characteristics of the schools involved. These are summarized in Table 3.2. There was considerable variation in the size of communities where the schools were located, with a preponderance of schools in urban centres of 10,000 or more inhabitants, and almost a third of the sample in large urban centres of 100,000 or more. A full range of socio-economic backgrounds was also represented. In 23 of the schools, i.e. the large majority, it was estimated that there were fewer than 10% of students who frequently used a language other than English at home. The remaining 7 schools for which information was provided had larger proportions of students who spoke another language at home, including one school with over 50% of such students.

No claim is made that the final sample for the pilot study is fully representative of secondary

level core French classes across the country. Tables 3:1 and 3:2 simply provide an indication of the geographic distribution and range of background characteristics of the participating classes. Further information about the teachers and students involved is rovided in the questionaires they completed for the study (see section 4).

TABLE 3:1

NUMBER OF SCHOOLS AND CLASSES IN FINAL SAMPLE IN EACH PARTICIPATING PROVINCE/TERRITORY, WITH GRADE LEVEL OF CLASSES

Province/ Territory	N of Schools	N of Classes	Grade
Alberta	2	1	10
		1	11
British Columbia	4	4	10
Manitoba	4	5	10
New Brunswick	6	6	10
Northwest Territories	2	2	10
Nova Scotia	5	6	10
Ontario	6	6	10
Prince Edward Island	3	3	10
		1	11
Saskatchewan	3	4	10
Total	35	39	

TABLE 3:2
SOME BACKGROUND CHARACTERISTICS OF PARTICIPATING SCHOOLS SUPPLIED BY THE PROVINCIAL REPRESENTATIVES*

Characteristics	N of classes
Size of community	
rural	6
under 10,000	4
10,000-49,999	7
50,000-99,999	5
over 100,000	9
Total	31
Characteristic socio-economic background of school population	
professional/managers/white collar	3
white collar workers	6
white/blue collar workers	5
blue collar workers	4
other: mix/agricultural	8
unspecified	5
Total	31
% of students in school who frequently use a language other than English at home	
less than 10%	23
10-25%	4
26-50%	2
more than 50%	1
unspecified	1
Total	31

* Information is missing for 4 of the total sample of 35 schools.

In-service preparation of teachers

In January 1989, the professional development kit "Integration in Action" (Roy et al. 1989) was supplied to the provinces by the teacher education and professional development task force of the NCFS. The kit was designed to be used as preparation for teaching the integrated unit "Se lancer en affaires avec un jeu", and also to serve more generally as a way of familiarizing practising teachers with the National Core French Study, including the four syllabuses of the multidimensional curriculum and strategies for the integration of syllabus content.

Planned as a two-day workshop, the kit consists of several components, including (a) a workshop leader's guide, (b) pre-reading material about the NCFS, the four syllabuses, and their integration, (c) a copy of the materials of the unit "Se lancer en affaires avec un jeu", (d) a 42-minute video (with English and French sound tracks) portraying a class using draft material from the unit, (e) an outline of the lessons seen on the video, together with accompanying materials, and (f) masters of transparencies to be used in the workshops.

The two-day workshop is planned as follows. Assuming that participants will have read the pre-reading material in advance, the workshop leader begins on the first day with a brief review of the national study, the four syllabuses, and the concept of integration. During the course of the day, the video is shown in several segments with intervening discussion sessions in which the workshop participants analyze aspects of the lesson being taught and focus on the integration of content from the four syllabuses and the teaching strategies that are, or could be, used. It is proposed that the second day of the workshop be devoted to study and discussion of the complete pilot teaching unit, with opportunity provided for sharing of ideas and discussion of the practical aspects of integration.

Each province/territory involved in the pilot study was responsible for making its own arrangements with respect to the in-service preparation of teachers prior to use of the teaching unit. Information about how the in-service preparation was carried out is provided in section 4.2 of this report, along with teachers' reactions to the preparation they received.

Procedures for obtaining feedback from participants in the study

Feedback from participants in the study was obtained mainly via questionnaires. Teacher and student questionnaires were designed for inclusion in the package of materials to be

delivered to each pilot class. In addition, an observer questionnaire for use by visitors to the pilot classes was made available to the Provincial Representatives. Feedback was also provided in the form of a panel discussion among three participants at the annual meeting of the Canadian Association of Second Language Teachers held in May 1989 in Vancouver.

The **teacher questionnaire** (see Appendix B) was 16 pages long, divided into six sections. In the first section, background information about the teacher and the class was sought. The second section elicited the teacher's reactions to the unit lesson by lesson, and the third sought their views on different aspects of the unit as a whole. This was followed by a section in which teachers were asked to comment on the four syllabuses and the way in which they were integrated in the teaching unit. Next the teachers' views on their in-service preparation were elicited, and in the final section general information about the piloting and overall reactions to the unit were sought. Written in French, the questionnaire was accompanied by a letter in English inviting teachers to respond in either language as they chose. The letter also asked teachers to fill out section 1 before using the materials and to complete the remainder of the questionnaire immediately after 10 hours of use of the materials, whether or not the unit had been completed at that point. This was stipulated in order to receive feedback that represented a comparable period of teaching time across classes.

Student questionnaires of more modest length (4 pages) were provided in English (see Appendix C). They too were designed to be filled out after 10 hours of use of the materials. Questions focussed on students' perceptions with respect to the interest of the unit, its level of difficulty, how much they felt they had learned in relation to the unit's goals, and how enjoyable they had found the different types of activities it contained.

A three-page **observer questionnaire** in French (see Appendix D) was designed for use immediately following any classroom visit that took place during the course of the pilot study. Questions focussed on language use in the classroom (French and/or English), the extent to which the unit's objectives appeared to be being met, the apparent level of difficulty of the unit for the students in the given class, their observed interest in the unit, and their participation in the various types of activities that took place during the observation period.

The one-hour **panel discussion** which took place at the CASLT meeting in May involved two pilot teachers, one from British Columbia and the other from Manitoba, and a French coordinator from Prince Edward Island who had observed classes and worked closely with the pilot teachers in that province. A summary report of the panel discussion is provided in section 4.6, following the analysis of questionnaire results.

4. *Analysis and results*

Analysis of questionnaires

All quantifiable responses to the three questionnaires were entered on computer and their frequencies calculated. These frequencies are reported in full on the copies of the questionnaires provided in Appendices B, C, and D. Responses to open-ended questions were also categorized, and summaries and examples are presented in this report. Further analyses were conducted to determine whether there were any significant relationships between class and teacher background characteristics and the reactions of students and teachers to the teaching unit. Also investigated was the relationship between teacher and student perceptions of the unit. These analyses are reported in Section 4.5 below.

Teacher questionnaire: results

There were 34 teacher questionnaires returned for analysis, with three of the respondents having taught two pilot classes. In all, the teacher questionnaires thus represented opinions based on 37 classes. For two additional classes from which student questionnaires were returned there were no accompanying teacher questionnaires.

I. Background information

Responses to the teacher questionnaire indicated that respondents had used the integrated unit in a total of 35 grade 10 classrooms and two grade 11 classrooms. These classes had an average of 5 periods of French per week. The periods varied in duration from a minimum of 40 minutes to a maximum of 80 minutes, with an average length of approximately 60 minutes. Classes varied in size from 6 to 33 students for an average of about 20 students.

The great majority (73%) of respondents reported that most of the students in their classes had begun French by grade 4, with 9% reporting a grade 5 or 6 start, 12% a grade 7 start, and 6% a later start. Over 40% of the classes contained one or more students who regularly spoke a language other than English in the home. Eighteen different languages were mentioned, and the average number of such students in these classes was approximately 3. Only 3 students were identified as using French at home.

Question I.9 asked teachers to compare the knowledge of French of the pilot class with that of other classes at the same grade level. The responses were as follows:

below average	average	above average	don't know
17.6%	61.8%	14.0%	5.9%

These figures indicate that the classes were, for the most part, average rather than outstanding for their grade level in terms of their prior knowledge of French. Over 75% of the teachers expected that the majority of students in the pilot class would go on to university; 8% that they would attend community colleges, while about 15% expected their class to enter the work force (Question I.10). This suggests a tendency for the students in these core French classes to be academically oriented.

Question I.11 probed teachers' views regarding the ideal proportion of English and French to be used in the regular French class at the grade 10 level. Just over 20% of respondents were in favour of using French exclusively, with the majority (56%) favouring more French than English, and another 20% preferring half and half. Seventy percent (70%) of respondents were teaching in boards offering immersion or some other intensive French program. However, such programs would have been an option for students in only 14% of the classes during the current school year (Question I.12). Teachers reported that an average of slightly less than 2 students per class had actually attended an immersion or intensive French program or a French language school (Question I.13).

Questions I.14a and I.14b were designed to identify the number of students and teachers who had participated in the piloting of the NCFS experimental unit "Initiation au voyage" in grade 8 or 9. Only two of the teachers (6%) had done so, while 4 classes contained students who had participated, with a range of from 1 to 25 students in the class.

Teachers reported an average of slightly over 12 years of experience in teaching French as a second language (Question I.15). In fact, there was considerable variability among individuals, ranging from a minimum of 2 years to a maximum of 30 years. Over 70% of teachers had no specialized degree or certificate in teaching FSL beyond their initial teacher training (Question I.16). Seventy-three percent (73%) of teachers reported English as their mother tongue, 17% were francophones, and the remainder were speakers of other languages (Question I.17).

The next series of questions probed teachers' opinions regarding the teaching unit "Se lancer en affaires avec un jeu". Section II contains questions dealing with each of the six lessons. These are followed in Section III by questions eliciting more global reactions to the unit and its integrated format.

II. The lessons

The responses to this series of questions are summarized in Table 4:1.

Lesson 1: **Participer à un concours** (étapes 1-11). The objectives of this lesson were the following:

° to familiarize students with the material and stimulate curiosity and interest

° to prepare students to participate effectively in the contest by sensitizing them to the nature contest and its rules.

The vast majority of teachers (91%) felt that the objectives were clear, while the rest (9%) found them more or less clear (Question II.1.1). Likewise, there was a high level of agreement among respondents with the objectives: 79% in full agreement, 18% more or less in agreement, and only 3% expressing disagreement (Question II.1.2).

Question II.1.3 concerning the appropriateness of the materials for realizing these objectives elicited the following responses: a substantial majority of respondents felt the materials allowed them to reach the objectives either well (58%) or very well (12%), another 21% responded more or less, and 9% responded only a little.

Lesson 2: **Se renseigner sur la francophonie** (étapes 12-20). This lesson had the following objectives:

Table 4:1

Summary of Responses to
Questions 1, 2 and 3 for Lessons 1-6

Responses to the question "Est-ce que les objectifs de la leçon étaient clairs?"

	N	% Oui	% Plus ou moins	% Non
Lesson 1	33	90.9	9.1	-
Lesson 2	33	84.8	15.2	-
Lesson 3	33	78.8	21.2	-
Lesson 4	33	90.0	10.0	-
Lesson 5	16	75.0	25.0	-
Lesson 6	10	90.0	10.0	-

Responses to the question "Êtes-vous d'accord avec les objectifs?"

	N	% Oui	% Plus ou moins	% Non
Lesson 1	33	78.8	18.2	3.0
Lesson 2	33	87.9	6.1	6.1
Lesson 3	33	78.8	18.2	3.0
Lesson 4	19	89.5	10.5	-
Lesson 5	16	62.5	25.0	12.5
Lesson 6	10	90.0	10.0	-

Responses to the question "Est-ce que le matériel et les activités de la leçon ont permis d'atteindre ces objectifs?"

	N	% Pas du tout	% Un peu	% Plus ou moins	% Bien	% Très bien	% Leçon pas faite
Lesson 1	33	-	9.1	21.2	57.6	12.1	-
Lesson 2	33	3	15.2	30.3	33.3	18.2	-
Lesson 3	33	-	18.2	36.4	36.4	9.1	-
Lesson 4	21	-	4.8	14.3	19.0	42.9	19.0
Lesson 5	19	-	21.1	15.8	10.5	15.8	36.8
Lesson 6	17	-	-	5.9	17.6	-	76.5

° to have students find out information about la francophonie

° to promote positive attitudes toward regional language variation

° to develop reading comprehension strategies

° to develop metacognitive skills.

All participating teachers found the objectives of lesson 2 clear (85%) or more or less clear (15%) (Question II.2.1). A large majority (88%) were fully in agreement, 6% more or less

in agreement, while the rest (6%) expressed disagreement with the objectives (Question II.2.2). Teachers' responses to the materials and activities of lesson 2 were more varied than for lesson 1: some 52% rated them good or very good in terms of their adequacy in meeting objectives, another 30% rated them more or less good, while the remaining 18% found them only a little or not at all adequate (Question II.2.3).

Lesson 3: **Inventer un jeu** (étapes 21-29). The lesson had the following objectives:

° to help the student understand how a game works in order to invent one

° to prepare the student to write the description of a game in French

° to prepare the student to devise the rules for a game.

Nearly 80% of respondents found the objectives clear (Question II.3.1) and were in agreement with them (Question II.3.2). A little less than half found the materials and activities good or very good for meeting the objectives, another 36% found them more or less adequate, while the remaining 18% found them only a little adequate (Question II.3.3).

Lesson 4: **Portraits d'inventeurs/d'entrepreneurs** (étapes 31-40). The lesson had the following objectives:

° to develop reading strategies

° to develop listening strategies

° to sensitize students to the creations of certain inventors/entrepreneurs.

The number of respondents to this series of questions was considerably lower (19-21) than for the previous three lessons (33). The explanation lies in the fact that a substantial proportion of participating teachers did not cover this lesson in the 10-hour period of the pilot study. The vast majority (90%) of those who did respond indicated that the objectives of the lesson were clear (Question II.4.1) and that they were fully in agreement with these objectives (Question II.4.2). Over 60% of the respondents found the materials very good or good in meeting objectives while 19% found them more or less or a little adequate. The remaining 19% had not taught the lesson (Question II.4.3).

Lesson 5: **Stratégies pour faire des profits** (étapes 41-47). The lesson had the following main objectives:

° to provide additional information on starting a business venture

° to sensitize students to various ways of expressing an opinion in French

° to prepare the students to read for information.

Once again the number of responses was lower than for previous lessons (N = 16-19) with over a third of these respondents reporting that they had not covered the lesson. Respondents found the objectives clear (75%) or more or less clear (25% - Question II.5.1). Slightly over 60% agreed with the objectives, another 25% more or less agreed, while the remainder did not agree with the objectives (Question II.5.2). Of those who responded to Question II.5.3, 26% found the materials good or very good in meeting objectives, another 15% found them more or less adequate, and 21% found them only a little adequate, while the remainder had not taught the lesson.

Lesson 6 (optional): **Faire connaître son produit** (étapes 48-54). This lesson had the following objectives:

° to have students find out about advertising

° to develop skills in reading for information

° to develop skills in writing to provide information.

The number of respondents was again lower than for previous lessons. Of the 10 respondents to Question II.6.1, a large majority (90%) found the objectives clear and were in agreement with them (Question II.6.2). Those few who had covered this lesson found the materials and activities either good or more or less adequate in relation to the objectives (Question II.6.3).

III . General questions concerning the lessons

Question III.1 of the teacher questionnaire concerned the amount of student interest generated by the unit. Responses clustered around the midpoint of the scale: 61% reported some interest, another 15% much interest, while the remainder reported a little interest (18%) or none (6%).

The level of difficulty of the unit with respect to the target population was the topic of Question III.2. Some 80% of teachers felt it was a little difficult (58%) or too difficult (24%). Eighteen percent (18%) found it just right or easy. It is interesting to note that these views do not concur very closely with those of the students (see p. 42), only 24% of whom responded on the 'difficult' end of the scale. Possible interpretations are that teachers were focussing more on difficulty in terms of accuracy of production than were students, and were more concerned with pace and whether the material could be covered in the allotted time.

A closer parallel with students' perceptions is found in responses to Question III.3 regarding teachers' assessments of students' success in lesson verification activities. Half the respondents reported that students succeeded well, another 35% more or less well, while the remainder reported only a little success on the part of their students.

In terms of the degree of difficulty involved in teaching (Question III.4), the activities were viewed as easy or very easy to carry out by 33% of respondents, another 42% found them average, while 24% viewed them as difficult or very difficult. Forty-five percent (45%) of teachers were able to carry out the activities as indicated in the guide, another 48% more or less as indicated, and 6% reported they were unable to do so (Question III.5).

In response to Question III.6, a majority of respondents (61%) found there was a balance of productive and receptive activities. Another 26% found there were a few too many receptive activities. Activities carried out in groups or dyads worked well for 48% of teachers and more or less well for 39%, with 12% reporting that they had not worked (Question III.7). The language used by students in carrying out such group activities (Question III.8) was most frequently reported to be both French and English (61%), with use of English only by another 21%, and French only by the remaining 18%.

In a series of five open-ended questions (Questions III.9 - III.13), the teachers were asked to provide comments on the activities of the unit. In some cases, the teachers provided multiple responses to individual questions.

Question III.9 enquired about which activities the students had liked most. The most frequent response to this question was inventing the game (14 responses); next came pair- or groupwork (7 responses) and activities 21-25 -- Natalie and André's game (also 7 responses); followed by activities 8-9, step 9 -- le jeu des fiches (6 responses); and lesson 2, finding out about the francophone world (6 responses).

The next question (Question III.10) asked which activities students had liked least. The most frequent responses to this question were listening to recorded material on the cassette, and pre-reading/reading activities (9 responses of each kind). Several activities in lesson 1 were also mentioned: in particular, activity 4, finding out about the rules of the competition (4 responses), and more generally activities in lesson 1 considered too simple for the students (4 responses).

Activities in which students used most French (Question III.11) were reported to be class discussions where students could express their views (6 responses), activities 8-9 --le jeu des fiches (5 responses), and activity 20 -- describing a favourite game (4 responses). Other activities mentioned by 3 respondents each were: activities 21-25 --Natalie and André's game; lesson 2 on the francophone world, reading activities, listening activities, teacher-directed activities, and lesson 6 on advertising.

In response to Question III.12, teachers indicated that the activities they found best were: lesson 2 -- finding out about the francophone world (9 responses), activities 8-9 --le jeu des fiches (8 responses), listening to the cassette (7 responses), lesson 3 --inventing a game (5

responses), activity 20 -- description of a favourite game (5 responses), and activities 21-25 -- Natalie and André's game (5 responses). Reasons given for the teachers' choice of activities ranged from their interest, informativeness, and appropriate level of difficulty to student enjoyment, participation, and opportunities for oral communication.

When asked which activities they would like to eliminate (Question III.13), six of the teachers who had answered the previous questions did not respond and three indicated that they would not eliminate any activities, one of them commenting that it was more a question of adaptation than elimination. Four others wished to eliminate lesson 5 on strategies for making a profit. Two respondents felt that there were "trop d'exercices de prévoir des textes", and another that there were too many exercises to prepare for inventing a game. Five teachers mentioned some or all of the opening activities 21-25 in lesson 3 -- "Inventer un jeu" as ones they would eliminate. Two others would do away with the language exercise dealing with the order of events as being too complicated. One found that the grammar activities were in general too difficult for the students and one teacher considered the entire unit beyond the capability of the students in that pilot class. Two respondents felt that some of the exercises in the activity workbook were not useful. Reasons for eliminating particular activities included their difficulty, confusing instructions, that they were boring or too easy, or that students did not learn enough.

Question III.14 probed the amount of agreement teachers perceived between the teaching unit and the provincial curriculum. Opinions varied from none at all (23%) or a little (32%) to some (29%), much or very much (16%).

Nine respondents provided additional comments on the lessons (Question III.15). Two of them mentioned appropriateness and clarity of objectives, and four commented positively on student interest (though one of these noted a falling off after lesson 3 "Inventer un jeu"). Level of difficulty was seen as too high by four respondents, lack of vocabulary being cited as a problem particularly for weaker students; two teachers on the other hand found the unit just right or even too easy for some students. The teacher's guide received a positive comment. Two of the respondents felt that receptive activities received too much emphasis, and two noted insufficient time to complete the activities (though one of these felt that ten hours was in principle enough time for the unit). Two teachers commented on the students' enjoyment of groupwork, but one of them found it difficult to keep the students speaking French.

IV. The syllabuses and their integration

Question IV.1 sought teachers' views regarding the adequacy of the introduction to the four syllabuses provided in the teachers' guide. A large majority found the introduction to be

clear (71%) or more or less clear (22%). One respondent commented that they also found it necessary to consult the preamble in the professional development kit, and another that the explanations were a bit long. A third expressed the need for a concrete example of what was meant by general language education.

Table 4:2 summarizes teachers' responses to Question IV.3 regarding the extent to which the objectives of the four syllabuses were apparent in the unit. These responses show that the objectives of the first three syllabuses were clear to a substantial majority of respondents but that there was somewhat less certainty concerning those of the general language education syllabus.

TABLE 4:2

SUMMARY OF RESPONSES TO QUESTION IV.3
"AVEZ-VOUS PU RECONNAÎTRE LES OBJECTIFS DES QUATRE SYLLABUS DANS L'UNITÉ?"

Syllabus	% Yes	% More or less	% No
Communicative/ experiential	73.5	20.6	5.9
Language	73.5	23.5	2.9
Culture	82.5	17.6	-
General language education	52.9	38.2	8.8

The communicative/experiential syllabus. The great majority of teachers were fully (76%) or more or less (18%) in agreement with the place attributed to the communicative/ experiential syllabus in the unit (Question IV.4), with only 6% not in agreement. Twenty-three percent (23%) of teachers felt that the class had fully enjoyed, and 56% more or less enjoyed, the experiences provided for in the unit (Question IV.5), while just over 20% felt that they had not enjoyed them. In terms of the educational value of the experiential theme "Se lancer en affaires avec un jeu" (Question III.6), this was rated minimal to small by 21%, average by the majority (61%), and great by 18% of the respondents. In comparison with themes dealt with in the students' regular FSL program, that of the integrated unit was rated more, to very much more, appropriate by 52%, equally appropriate by 21%, and less or very much less so by 27% of teachers (Question IV.7).

Thirteen teachers added comparative comments to their responses to Question IV:7. In a positive vein, several noted that the unit was creative, motivating, and anchored in the real world, and they welcomed the contrast with the more analytic approach of the regular program. On the other hand, two found the unit was boring for their students, one found lessons 1-3 appropriate but not lessons 4 and 5, and another commented on the difficulty of organizing groupwork.

Further comments on the communicative/experiential syllabus were provided by 11 teachers in response to Question IV.8. These are presented verbatim below.2

Les élèves aiment beaucoup les activités portées sur l'aspect communicatif/expérientiel.

Though my kids don't think they learned anything, I feel they did. They have looked at new materials and been able to read them. They have discussed real business issues in another language. They have gotten away from grammar (for once in their career in French), and have concentrated on "pure language" - uninterrupted and real.

The students enjoyed doing a lesson which had real and authentic material, and one in which they did not have to be analytical.

L'aspect communicatif/expérientiel est très important dans l'apprentissage d'une langue, mais j'ai trouvé cette unité trop abstraite. Mes étudiants éprouvaient un sentiment de ne rien apprendre, bien qu'ils parlaient plus que normale. La structure leur manquait.

Il n'y a pas assez d'activités productives du genre oral.

Les textes et cassettes étaient d'un niveau trop élevé la plupart du temps pour la plupart de mes étudiants.

Tout était centré sur le prof. (teacher-centered). Je ne travaille pas comme cela. L'unité a sûrement du potentiel, cependant il faudrait l'adapter pour faire parler les étudiants. Le vocabulaire utilisé était en grande partie inconnu des étudiants.

C'était malheureux mais la majorité n'a pas aimé le contenu (l'idée d'inventer un jeu) et en résultat n'ont pas beaucoup essayé de communiquer. Peut-être qu'il y ait des jeunes qui rêvent d'être inventeurs ou entrepreneurs, mais pas ici. Aussi, j'ai trouvé que le niveau d'implication personnelle (personal commitment) demandé par cette unité a facilement dépassé ce que les élèves voulaient y apporter. Ils aiment des cours ou très peu d'engagement personnel est requis. C'est triste, mais c'est vrai.

Je pense que les élèves devraient avoir plus d'occasions de s'exprimer. Le cahier est bien, mais je trouve qu'il faut choisir parmi les activités et ajouter d'autres qui sont plus communicatives. e.x. une présentation orale, des sondages préparés par les élèves, plus de

discussion en groupe ou en classe. Le fait qu'il fallait suivre l'unité telle quelle nous a limité dans la salle de classe.

They were constantly asking: "Why are we doing this?", "Where is this heading?", "What is the point?"

Too difficult for my Grade 10 class to cover in two weeks. They got excited about making a game, but forgot about the French component of the project.

The language syllabus. In the integrated unit opportunities to work on language were provided by the experiential domains treated in the unit. A majority of teachers (65%) agreed with this approach to language work; another 24% more or less agreed, while the remaining 11% expressed disagreement (Question IV.9). A majority of teachers (61%) found it necessary to add supplementary work on language to that provided in the unit (Question IV.10). In terms of difficulty, the work focussing on language was perceived to be too hard for the class by 30% of respondents, a bit difficult by 39%, appropriate by 18%, and somewhat easy to too easy by 12% (Question IV.11).

Question IV.12 invited teachers to evaluate the extent to which the unit allowed students to improve their French knowledge and skills in comparison with the regular French program. Fifty-three percent (53%) of participating teachers felt the unit had enabled the students to learn more, and 9% much more, while 22% rated the learning as equal, and the remaining 16% felt that students had learned less with the integrated unit. Comparative comments provided by 16 teachers pinpointed benefits to comprehension and vocabulary (5 responses), the opportunity for students to use what they learned (2 responses) and their ability to handle more difficult material (2 responses). Some respondents, however, felt that the students had learned little or no grammar or language from the unit (4 responses).

In response to Question IV.13, supplementary comments on the language aspect of the unit were made by 14 teachers. These are repeated below.

Il n'y avait pas assez d'activités pour développer le parler.

Cette approche communicative "n'énervait" pas les étudiants. Il y avait du nouveau à chaque jour. Les élèves ne se sentaient pas stressés alors l'apprentissage et les connaissances de la partie langue se sont passés inaperçus.

Ils acquièrent la langue au cours d'une étude de connaissance et d'habilité autre que linguistique.

Real communication was taking place. Some of the students made quite a bit of progress. They learned a lot even though they were not exactly aware of the learning.

Il n'y avait pas assez de temps pour faire plus de parler.

À mon avis la dimension "langue" manque.

C'est difficile de briser des habitudes.' Mes étudiants ne pouvaient pas se laisser aller.' Ils n'arrivaient pas à se détendre, et j'ai peur que c'était à cause de leur manque de connaissances. Il y avait pour eux une grande différence de niveau de capabilité.

Des fois, mes élèves ont trouvé un peu de difficulté avec quelques-uns des mots du vocabulaire précis, mais après avoir reçu une explication (brève), ils en ont compris la plupart.

J'ai aimé le concept de la négociation.

Les élèves pensent qu'ils n'ont rien acquis en "langue"; par contre ils ont appris le vocabulaire nécessaire aux discussions des sports, jeux, de la francophonie, des concours ... I like the idea of working "l'ordre des événements" in sports/games etc. Easy way to teach concept; nice progression from p. 6-21, etc. Should have more exercises; supplementary ones were good, but directions too difficult.

Je ne pouvais pas utiliser la cassette parce que c'était au-dessus des têtes de mes étudiants.

On devrait ajouter du travail supplémentaire sur la langue si on enseignait ces matériaux aux étudiants (dans cette province).

Le vocabulaire dans les conversations était un peu difficile, mais ce qu'on a trouvé dans le magazine était assez facile à comprendre.

I can see potential for learning, but again, I had to rush too much. Also, students didn't want to go through the preliminaries necessary to understand the project in French --they wondered why they couldn't get started on the game, but they weren't worrying about the French requirement.

The culture syllabus. A substantial majority (71%) of teachers viewed the cultural content of the unit as appropriate for the students. Another 23% viewed it as more or less appropriate. Only 6% thought it was inappropriate (Question IV.14). Slightly more than half (53%) of the teachers thought the unit had enabled students to gain a lot (38%), to a great deal (15%), of new knowledge about la francophonie, another 26% thought they had gained some, and 21% a little new knowledge (Question IV.15). Several comments were added concerning the appropriateness of the cultural content of the unit:

Pas une grande présence francophone (ici). Alors cette dimension était hors de leur expérience. C'était intéressant par exemple.

Most of these kids enjoyed the trivia on la francophonie, and most are studying business.

Nice complement to their new-found awareness re: Quebec.

Mes élèves voudraient bien apprendre d'autres choses sur la francophonie: ie: comment sont les jeunes français de leur âge?

In grade 11 Unit 2 VLF6, les pays francophones is studied - much more appropriate there.'

Teachers expressed reservations about the extent to which the unit had increased students' acceptance of regional dialects of French (Question IV.16): 28% responded not at all, 44% slightly, and 19% responded some, while only the remaining 9% were more positive. However, these findings should be interpreted in the light of Question IV.17 which elicited teachers' perceptions of students' attitudes toward regional accents prior to beginning the unit. Eighty-nine percent (89%) reported that their students' attitudes ranged from neutral to very positive with only a small percentage indicating negative attitudes. These data suggest that the unit may not have had much effect on students' attitudes since these were already quite positive.

In comparison to the regular French program, a majority of the teachers (70%) found the cultural content of the unit to be more, to very much more, integrated (Question IV.18), while 24% found the amount of integration to be the same. There were 10 additional comparative comments on the integration of cultural content, most focussing on what cultural content there was in the regular text the classes were using. Nine additional comments on the cultural dimension of the teaching unit (Question IV.19) were as follows:

The tapes are *too* hard.' They made the kids very frustrated. The people speak too quickly. Perhaps the students should be provided with a script.

On peut en faire plus. Textes pour "lire pour le message" etc.

Dans cette unité la culture se présente d'une façon vivante pendant que dans le cours régulier il n'y a que plusieurs occasions où la dimension culturelle se présente d'une manière qui attire l'intérêt des mes élèves.

J'aime bien employer les faits sur la francophonie pour un enseignement plus valable.

C'est cette partie que les élèves ont le plus aimée et où ils ont le plus réagi.

En dixième on fait toujours un projet de recherche individuelle sur la francophonie.

C'était très bien présenté, mais je pense qu'il n'y avait pas assez de temps d'apprendre et de garder en mémoire cette information.

The students could not determine what to do with this information. The vocabulary was so difficult they couldn't even comprehend the passages.'

J'ai beaucoup aimé la dimension culturelle de cette unité. On avait l'opportunité de rendre visite à des élèves français ...

The general language education syllabus . Question IV.20 probed teachers' opinions as to the emphasis which should be placed on the teaching of learning strategies and the development of linguistic and cultural awareness within a grade 10 core French program. Half of the teachers expressed the view that a good deal of emphasis should be placed on these objectives, an additional 37% felt that a moderate emphasis was appropriate, while the remaining 12% were of the opinion that these objectives warrant little or no emphasis. According to 61% of the respondents, the students' regular French program places a moderate to fairly major emphasis on general language education; the remaining teachers reported little (33%) to no emphasis (6%) (Question IV.21). When asked to rate the extent to which the activities directed toward strategies and the development of language awareness responded to students' needs (Question IV.22), responses were divided: 36% responded well to very well, 30% more or less, and 34% a little or not at all. The proportion of activities devoted to strategies or the development of awareness was viewed as appropriate by 31% of teachers, more or less appropriate by 44% and as inappropriate by 25% (Question IV.23). Few comments were made on the general language education aspect of the teaching unit. Some felt there were too many such activities while others would have liked to have seen more emphasis on them. See below for relevant responses to Question IV.23 and IV.24:

Il en faut beaucoup plus - activités intégrées *dans* le cahier d'étudiant.

Il y avait trop d'activités.

Les activités ont répété les idées et renforcé - on doit augmenter leur niveau.

Far too complicated.

L'unité est trop facile pour les élèves de la onzième année, donc la proportion d'activités est trop.

Difficile à commenter juste. Je n'ai pas bien saisi le sens de la formation langagière générale. Mais d'après ce que je comprends, je m'inquiète un peu. Pourquoi c'est nécessaire?

Il y a beaucoup d'explication sur les stratégies et la prise de conscience dans le guide d'utilisation - il aurait pu en être plus dans le cahier.

Integration. Question IV.25 elicited teachers' judgements as to whether the integration of the components of the multidimensional curriculum was successfully achieved. Sixty-two

percent (62%) responded yes, 35% more or less, and only 3% responded no. A large majority (79%) felt that this type of integration would be feasible throughout the core French program (Question III.26), with an additional 12% regarding it as more or less feasible, and 9% as not feasible. Asked if they had any additional comments on integration, 9 teachers responded as follows:

Je pense qu'il est nécessaire d'avoir plus d'activités écrites - pas juste avec un ou deux mots mais les phrases et les paragraphes.

Il faut avoir ce genre d'activité dans nos programmes pour intéresser les étudiants à vouloir aimer leur cours de français langue seconde.

But this is difficult to achieve when the emphasis is always placed on grammar and structures. Our teachers must give "written" exams (minimum of two hours). It is difficult to evaluate all four syllabuses with this type of exam.

Il ne faut pas limiter le curriculum à ce genre de processus. Il faut continuer avec des détails de base (pas grammaticaux).

Continuez l'effort - créez plus d'unités comme modèles.

Je suis d'accord que c'est la seule façon d'apprendre.

Je suis complètement d'accord avec l'intégration mais je trouve que le niveau de langue était trop difficile et je crois qu'il faudra ajouter des activités d'objectivation.

Intégration, à mon avis, est la bonne voie à suivre.

Les objectifs n'étaient jamais claires aux élèves.

V. Preparation for teaching the unit

There was considerable variation in the size of the groups in which the respondents received their inservice preparation for teaching the unit (Question V.11). Six percent (6%) reported no group, 15% groups of 2-4, 51% participated in groups of 5-9, and 27% were in a group of 10 or more.

The kit "Integration in Action" was reported to have been used as is by 40% of the respondents to Question V.2, with modifications reported by another 24%, and no use at all by 36%.3 For 35% of respondents, the in-service workshop was led by a ministry/provincial representative, and for 32% by a board coordinator (Question V.3). The remainder reported that the inservice preparation was carried out collaboratively (19%), or was led by a university professor (9%) or another teacher (3%).

The length of the in-service sessions varied considerably with 12% reporting half a day, 44%

a full day, 21% a day and a half, and 34% the full two days (Question V.4). After the in-service session 44% of teachers felt a little prepared to undertake teaching the unit, an additional 29% felt fairly well prepared, while the remaining teachers felt well (15%), or very well (12%), prepared (Question V.5). Question V.6 probed teachers' perceptions of the adequacy of the workshop upon completion of the unit. Thirty-eight percent (38%) felt it had been only a little (35%) or not at all (3%) adequate, another 26% viewed it as fairly adequate, and 35% reported that it had been adequate (26%) or very adequate (9%).

Question V.7 probed the extent to which teachers felt they had benefitted from various aspects of the workshop. These responses, summarized in Table 4:3, indicate that each of the components of the in-service preparation was considered of some or much benefit to a majority of participants, with the teacher's guide and discussions with colleagues being found over all the most beneficial. This finding is similar to that noted in the 1987 NCFS piloting of the grade 8 communicative/experiential unit "Initiation au voyage" (see Harley and d'Anglejan 1987).

Question V.8 asked teachers to identify parts of the integrated teaching unit that they had felt poorly prepared to teach. There were 16 responses as follows:

Mener les discussions avec ma classe. J'aurais dû les préparer avant en les encourageant à discuter davantage en classe.

Le jeu de baseball. Je ne joue pas au baseball et seulement 3 élèves le connaissent.

La Francophonie - surtout en ce qui a trait au Sommet de la Francophonie.

Fabriquer le jeu.

L'évaluation.

J'étais mal préparée pour les parties sur le marketing et les affaires en général.

Modalité d'évaluation sommative des étudiants.

I always went in prepared - I had to.' I read over everything and did all exercises myself. My husband helped me with some of the business aspects.

Je me sentais mal préparé pour la deuxième partie de l'unité. Je me demandais si j'avais assez de temps pour compléter l'unité dans le temps suggéré.

J'ai déjà fait l'unité "Initiation au Voyage". Alors, je savais quoi attendre.

Le jeu de baseball.

J'étais bien préparée, sauf je n'avais pas assez de temps.' J'ai mal jugé.

On a trop discuté la théorie "multidimensionnelle" au lieu d'analyser toutes les leçons.

TABLE 4:3

SUMMARY OF RESPONSES TO QUESTIONS V.7 REGARDING THE BENEFIT TEACHERS DERIVED FROM VARIOUS ASPECTS OF THE WORKSHOP

		% None at all	% A little	% Some	% Much	% Very much
a)	the workshop leader's guide (N = 28)	14.3	10.7	32.1	32.1	10.7
b)	preparatory readings (N = 34)	2.9	23.5	23.5	44.1	5.9
c)	the teacher's guide (N = 34)	2.9	8.8	5.9	47.1	35.3
d)	watching the video (N = 34)	11.8	29.4	20.6	17.6	20.6
e)	exploiting the video (N = 32)	18.8	15.6	18.8	25.0	21.9
f)	discussions with colleagues (N = 34)	2.9	8.8	17.6	35.3	5.3

Aménagement des activités de groupe. Activités de formation langagière générale. Pace of lesson/timing - short pilot period. Frustration à la fin.

J'étais assez bien préparé pour les trois premières leçons que j'ai faites.

I was totally confused about how to launch into the program and how to juggle the course so that students wouldn't get behind.'

In response to Question V.9, 64% of respondents felt the kit would be useful, and 36% thought it would be more or less useful, for training other teachers to teach a multidimensional curriculum. Additional comments on this question provided by some of the teachers are presented below:

Peut-être une traduction en anglais aiderait ceux/celles qui ne comprennent pas les termes techniques.

Some aspects - learning strategies, "le message", pair/group work - are important, applicable and transferable. La trousse must be redone for non-FSL teachers.

Maintenant que j'y suis passée à travers ... Il faudrait absolument repasser une leçon en détail - jouer le rôle d'étudiant - La formation du professeur serait valable.

I would like to keep it and use it again.

Oui, pour les étudiants aux collèges d'éducation peut-être.

Il faut faire des changements, mais en général, oui.

Mais, je pense qu'il faudrait donner une session de sensibilisation pour apprendre comment l'utiliser dans le meilleur du possible en exploitant les activités de façon à utiliser les 4 syllabus.

Quelques modifications seraient peut-être advisibles. Pour (mon contexte), je suggérais de l'utiliser en 11e plutôt qu'en 10e année.

La trousse vous donne des objectifs et des idées mais on ne devrait pas faire tout ce qu'elle dit parce que les activités sont un peu trop faciles et trop longues.

VI. General Information

Of the 31 teachers who reported the dates of beginning and ending the 10-hour pilot period (Questions VI.1 and VI.2), about half began in late February or March, and the remainder in April. From the dates reported in about 5 cases it appears that these classes may have been using the materials for over 10 hours when the teacher's questionnaire was completed. At the end of the 10-hour period, one class was reported to be still on lesson 1 and a second class was part way through lesson 2 (Question VI.3). Most classes, however, had completed Part I of the unit in the 10-hour period: 58% had finished or nearly finished lesson 3, 9% were on lesson 4, 21% on lesson 5, and two classes (6%) had completed the unit, except in one case for inventing the game which was reserved until after the 10-hour pilot period.

In response to Question VI.4, half of the participating teachers reported that their students had not carried out the optional activities, 35% said their students had done some, while 15% said their students had carried out all the optional activities. Among the vast majority who had not completed the unit, 47% said they did not intend to do so, 25% reported that they might, and 28% said they intended to continue (Question VI.5).4 In response to Question VI.6, 69% of participating teachers reported that their students had submitted a game to the contest.

Most respondents gave a brief global reaction to the teaching unit in response to Question

VI.7, and about half added further notes (Question VI.8). Responses to Question VI.7 are presented verbatim below:

A very interesting and very communicative unit.

Je suis très motivé à voir qu'on étudie de nouvelles méthodes contemporaines d'enseigner le français qui visent à faire communiquer les élèves et non pas seulement apprendre la linguistique de la langue.

Très agréable!

Un beau change.

C'était une expérience très profitable pour les élèves parce qu'ils ont beaucoup amelioré leur compréhension et ont appris les stratégies et ont augmenté leurs connaissances culturelles. Ils se sentent plus à l'aise dans une classe dirigée complètement en français.

L'idée est très bonne mais les activités sont trop compliquées du point de vue de la langue.

Une expérience à laquelle j'étais bien content d'avoir participé.

Unité intéressante mais difficile à enseigner. Nous avons eu beaucoup d'interruptions.

Cette unité a excité mes élèves parce qu'ils ont cru qu'il y avait un but actif et réel en inventant un jeu.

Le vocabulaire était trop difficile pour le dixième niveau.

C'était une très bonne idée, mais j'aurais aimé avoir plus de temps pour cette unité.

Intéressant pour les élèves, et pour le professeur. Certaines activités un peu difficiles pour les élèves ce qui diminue leur motivation.

Une bonne idée mais ... je trouve que le but de l'enseignement n'est pas vraiment respecté. Inventer un jeu - bien ... mais pour des prix??? Les élèves s'y sont intéresses à cause de l'argent.

Le concept est fantastique. N'importe qui, parlant français, aurait pu le faire. A tout programme j'aime adapter pour mes étudiants, ce qui vient avec l'expérience de l'enseignement.

J'ai bien aimé cette unité. C'était, pour mes élèves une expérience positive.

Moi qui étais si excité et positif avant de commencer ne comprends pas pourquoi les étudiants ne l'ont pas aimée!

Les élèves ont amélioré leur français oral.

Cette unité comprend plusieurs activités de valeur pédagogique.

Intéressant pour les élèves, surtout la création de leur propre jeu, mais les activités préparatoires ne les aidaient pas trop et la cassette trop difficile.

L'unité a été bien reçue par les élèves. C'était une unité qu'il valait bien la peine d'essayer.

N'importe quelle sorte d'unité qui employerait l'idée de l'unité intégrée sera meilleure que le programme plate qui existe maintenant.

Quel travail! Ils se sont amusés bien ...

This unit is a great idea that needs a "haircut". With a good trim of certain exercises, it will provide an interesting and useful addition to the grade 10 course.

La première partie (leçons 1 à 3) était assez bonne, mais leçons 4-6 étaient trop (et trop difficiles).

Far too difficult and frustrating for the students.

Le méthode est très intéressante et effective.

It changed and reinforced my ideas and methods re: integration, formation langagière, approche communicative ...

It is truly "revolutionary" in its potential for application across curricula and MUST NOT BE ABANDONED! Unit shows that materials *can* be developed which truly do this. They have only to be perfected.

Une méthode compréhensive qui encourage les élèves à parler avec de la confiance même s'ils font des petites fautes. C'est le message qui est important.'

Ça prend beaucoup plus de temps que prévu pour chaque leçon et le vocab. a souvent été trop difficile pour nos élèves en 10e.

Beaucoup de travail à préparer mais utile.

Cette unité est bonne mais un peu trop longue.

Additional comments provided by 15 of the respondents in answer to Question VI.8 focussed most often (7 comments) on the lack of time to complete the unit, areas of difficulty (6 responses) such as listening to the cassette, and notes on specific activities/lessons that the respondents had either liked or disliked or had modified in some way.

Student questionnaire: results

There were 729 respondents to the student questionnaire in a total of 39 classes. As Table 4:4 indicates, the vast majority of the participating students were at the grade 10 level. However, there is considerable variation among the students in terms of the number of years

each of them had studied French. The group average is 6.9 years; the distribution is shown in Table 4:5.

TABLE 4:4

DISTRIBUTION OF THE PARTICIPATING STUDENTS (N = 77) ACCORDING TO GRADE LEVEL

Grade	%
9	0.5
10	93.0
11	6.5
12	0.5
	100%

TABLE 4:5

NUMBER OF YEARS OF FRENCH INSTRUCTION

N of Years	N of Students	%
1	6	0.8
2	7	1.0
3	13	1.8
4	59	8.1
5	56	7.7
6	98	13.4
7	264	36.2
8	98	13.4
9	30	4.1
10	62	8.5
11	24	3.3
12	2	0.3
13	1	0.1
(missing)	9	1.2
Total	729	100.0

In response to Question 5 regarding enrollment in a French immersion or extended French program, 91 students (12.5%) indicated that they had participated in such a program. Of these, 41% report one to two years of study while 59% report 3 or more years.

Responses to Question 6 "How important is it for you to learn French?" indicate that a large majority of the students view it as quite important (45%) or very important (26%), an additional 23% display neutral attitudes -- French is neither important nor unimportant, while only a small percentage (5%) of the sample consider the learning of French to be of little or no importance. Students' self-evaluations of their knowledge of French (Question 7) were variable. About one fifth of the sample rated their French knowledge as very good (19%) or excellent (2%); 44% rated their knowledge as good, while the remaining 35% of the students rated it as fair or poor.

The remainder of the questions probed students' reactions to the unit "Se lancer en affaires avec un jeu". In terms of the unit's interest (Question 8) responses were divided: about one third of the subjects rated it quite interesting (32%) or very interesting (3%); 36% were neutral finding it neither interesting nor uninteresting, while 29% indicated that it was lacking in interest.

In terms of the unit's difficulty (Question 9), 30% of the students reported finding it easy (23%) or very easy (7%), 46% were neutral -- it was neither easy nor difficult --while the remaining students found the unit difficult (21%) or very difficult (3%).

Question 10 focussed on students' perceptions of the amount learned from the unit about developing and marketing an invention. Whereas just under 20% of the students felt they had learned quite a lot (17%) or a great deal (3%), and another 46% felt they had learned some, the remaining 34% felt they had learned not much (24%) or very little (10%) about the topic. Students' perceptions of the amount of learning about the French-speaking world derived from the unit (Question 11) were somewhat more positive: 32% felt they had learned quite a lot (27%) or a great deal (5%), another 45% learned some, while the remaining 23% felt the unit had taught them not much (17%) or very little (6%) about the French-speaking world.

Five questions (Questions 12-16) focussed on students' perceptions of the improvement in French language skills attributable to the unit. These results are summarized in Table 4.6. The pattern of responses to this series of questions indicates a tendency for the students to perceive the unit as slightly more helpful in the improvement of receptive skills (understanding spoken and written French) than productive skills (speaking and writing French). The responses to Question 16 are of particular interest in that one of the goals of the communicative approach to language learning is to enhance students' ability and willingness to

process authentic speech or writing for meaning even when that input contains novel vocabulary or grammatical elements. The majority of students (58%) perceive the unit to have definitely or probably improved this ability.

Questions 17 and 18 probe students' perceptions of the unit's impact on the improvement of their attitudes toward regional accents in French. These findings are shown in Table 4.7. Since over 85% of the students reported neutral or positive attitudes toward regional accents (Question 18) prior to exposure to the experimental unit, the responses to question 17 are rather difficult to interpret. While it is clear that over 30% of the students felt their attitudes did improve, some of those whose attitudes absolutely or probably did not improve may have been among those whose prior attitudes were already positive or neutral.

When asked to compare the amount of learning derived from the experimental unit in comparison with their usual French program (Question 19) students' opinions were divided: 38% reported that they had learned a little more (31%) or much more (7%), 26% about the same, while the remaining 36% thought they had learned a little less (21%) or much less (15%).

Question 20 probed the amount of enjoyment derived by students from the various activities in the experimental unit. These responses are summarized in Table 4.8. The pattern of responses indicates that over 70% of students enjoyed or much enjoyed activities carried out with another classmate (activity e) and group work (activity f). Those activities involving the entire class (activities b, g) were also enjoyed by half the students. Listening to tapes, reading the magazine, and doing workbook activities on one's own were, in general, not found as enjoyable.

In response to question 21, nearly three quarters of the students reported that their class entered the competition to develop a game about "la francophonie". Number of games invented per class ranged from 1 or 2 (28% of classes) to 3 - 6 (28%) and 9 - 11 (28%). Only 16% of classes did not invent a game (Question 22).

Two concluding questions invited open-ended comments on the teaching unit from the participating students. Answers to Question 23, "Please indicate what you think of this teaching unit in one sentence," are categorized in terms of their focus and presented in Table 4.9. Just over half (53%) of students' responses to this question were positive in nature, while 38% were negative. The emphasis of the comments -- also reflected in additional comments provided in response to Question 38 -- was on the interest of the unit, whether it was a 'good program', how useful it was for learning, and its difficulty.

Observer questionnaire: results

There were 37 observer questionnaires completed, representing observations in 21 different

pilot classes, some of which were visited several times. Almost all observers were French coordinators or consultants. Observations lasted on average 50 minutes, with most observations being 40 to 50 minutes long. Seven of the observations took place while classes were on lesson 1 of the unit, 10 observations during lesson 2, 19 observations during lesson 3, and 2 during lesson 4 of the unit.

Question 6 asked whether the directions in the teacher's guide had been followed: 43% of responses indicated 'yes' and 54% 'more or less'. Further comments about the directions and how well they were realized were made on 35 of the questionnaires. The most frequent comment (11 responses) was that the directions were clear and well explained. Almost equally frequent (10 responses) was the comment that directions had been modified to meet students' needs, interests, or abilities. There were 3 comments to the effect that the teacher was not well prepared or had difficulty in giving clear directions.

In response to Question 7, all teachers were observed to use French most if not all of the time (on average 98%), and students were also observed for the most part to be using French (on average 76% of the time). Observers' most frequent comment on language use (11 responses) was that the students spoke in French during whole-class discussions but in English during pair- or groupwork. There were 5 comments that students spoke virtually only in French, and 5 comments that students were confident or comfortable speaking French. In contrast, two observers noted that students were not comfortable speaking French. Two respondents indicated that students were making some, or many errors and 5 more observed that the students were more concerned with expressing ideas than with correct grammar.

When asked whether objectives had been satisfactorily met for 1-3 activities they had observed (Question 8), three quarters or more of the respondents felt that objectives had been quite well (46% - 47%) or completely (28% - 38%) met. A small proportion (9% - 19%) regarded them as more or less met, and the remainder (5% - 8%) considered that they had been met only a little or not at all.

Question 9 sought observers' views on whether the objectives of the activities they had seen were appropriate. Just over half (55%) indicated 'yes', 43% responded 'more or less', and only 3% responded 'no'. Frequent comments on the objectives included 11 responses to the effect that objectives were appropriate or that students were motivated, alongside 9 comments that, on the contrary, the objectives were too difficult or beyond the students' language skills.

Responses to Question 10 concerning the difficulty of the material for the class being observed indicated that just over 40% considered it average in difficulty and 29% thought

it was easy. Twenty-seven percent (27%), on the other hand, felt that the material was difficult and 3% that it was very difficult. Additional comments on difficulty distinguished in some instances between strong and weak students and between difficulty and challenge. Five observers found the activities they had seen difficult for all students and three found them challenging for all. Two more found them too hard for weak students, but for good students the material was appropriate or even too easy, according to two comments. Six more respondents found the activities they observed appropriate for all students. Three additional comments referred to some difficulties in production, especially among weaker students, and one noted problems with vocabulary.

Responses to Question 11 indicated a good level of observed interest among the students: 27% of responses indicated that students were much interested, 35% that they were quite interested, and 30% that they were more or less interested. The remaining 8% found them little or not at all interested.

Amount of student participation (Question 12) was assessed in relation to whole-class activities, group- or pairwork, and individual activities. As Table 4:10 shows, the majority of responses fell in the average to good categories, with group- or pairwork being seen as the activities that elicited most student participation (62% of responses in the good to very good categories). Further comments on student grouping and participation were made in 29 instances. Ten responses pointed to good to excellent participation and successful grouping. Nine comments, however, referred to students' linguistic weaknesses or other impediments to successful participation, such as boredom, too much teacher talk, or too much use of English in groupwork.

When observed student interest and participation were compared with regular FSL classes at the same level (Question 13), half the respondents (52%) found no difference, while most of the remainder (42%) found them greater in the pilot class observed. Of the 24 comments made on this question, only 7 referred comparatively to the regular program. Three noted more interest, active participation, and interaction in the pilot class, and one referred to more risk-taking (though not a great deal of interest) among the pilot students. Another observed little difference from the regular program, and two indicated an inability to make a comparative judgment. One observer commented that the response to this question was dependent on the teacher rather than the unit.

Additional comments were provided on 10 questionnaires in response to Question 14. While two comments expressed a need for more teacher training in the communicative approach, two others referred to creative contributions to the unit by participating teachers. One observer noted a high level of motivation in the class which was attributed to the content of the unit, another felt that the subject of la francophonie was more interesting to the students

than the game. Finally, one observer commented that motivation and enthusiasm on the part of the teacher were very important to the success of the approach.

Further statistical analyses of questionnaire data

In addition to the descriptive statistics provided in section 4.4, further correlational analyses were carried out to determine whether there was any relationship between background characteristics of participating schools, students, and teachers and their reactions to the pilot teaching unit. Also investigated was the extent to which teacher and class perceptions of the unit matched each other. Table 4.11 lists selected background variables that could be anticipated to have some bearing on the reactions to the teaching unit, and Table 4.12 displays the dependent variables selected to represent student and teacher reactions to the unit. In this section we report Pearson product moment correlations of .3 or greater, i.e. those that account for at least 9% of the variance in one or more of the relevant dependent variables.

School background characteristics. There was no evidence that the school background characteristics reported on the provincial forms bore any relation to students' or teachers' reactions to the teaching unit. Neither relative size of community, socio-economic background of the school population, nor their home language characteristics were predictive of responses to the student and teacher questionnaires.

Analysis of student questionnaires. Responses to four questions on the student questionnaire were selected as predictor variables (see Table 4.11). Three of these showed small correlations of just over .3 with students' responses on specific dependent variables. Prior enrolment in a French immersion or extended French program was found to be negatively correlated (-.31, p .001) with students' perceptions of the unit's difficulty (Question 9): that is, there was a slight tendency for students with 3 or more years previously spent in an immersion or extended program to find the unit easier relative to those who had spent less time in such a program, with the latter in turn tending to find it easier than those who had never been enrolled in immersion or extended French. Also correlating negatively with perceptions of difficulty (Question 9) were the responses to Question 7 concerning students' knowledge of French (-.34, p .001). Students with more self-assessed knowledge of French were a little more likely to find the unit relatively easy than were those who felt they had less knowledge of French. A third predictor variable -- students' perceptions of the importance of learning French (Question 6) -- correlated positively (.32, p .001) with Question 11 concerning the amount of learning about the French-speaking world derived from the unit. That is, relative to their peers, students who felt learning French was more important were also

slightly more likely to feel they had learned more from the unit about the French-speaking world. Number of years of French (Question 4) did not correlate at .3 or above with any of the dependent variables on the student questionnaire.

Analysis of Teacher Questionnaires. There were 10 questions on the teacher questionnaire selected as potential predictors of reactions to the teaching unit (see Table 4.11). Neither number of years of teaching French (Part I, Question 15) nor teachers' mother tongue (Part I, Question 17) bore any significant relationship to teachers' reactions to the unit. The remaining predictors were significantly related to one or more of the dependent teacher variables listed on Table 4.12. In general, however, there were relatively few significant correlations.

Class size (Part I, Question 6) was significantly correlated (.32, p .05) with perceptions of the unit's difficulty for students: teachers with larger classes showed a slight tendency to find the unit more difficult for the students. Class size also correlated with teachers' reactions to the experiential component of the unit (page 9, Questions 4 and 5). Teachers with larger classes were slightly more likely to be doubtful about the central role of the experiential component of the unit (.35, p .05) and tended to be less positive than those with smaller classes about students' enjoyment of the experiences of the unit (correlation of .30, p .05). The grade at which most students in the class had started French (Question 7) was also related to several of the dependent variables on the teachers' questionnaire. The earlier the starting grade, the more likely teachers were to feel that students had enjoyed the experiences in the unit (correlation of .49, p .01) (page 9, Question 5) and the less likely they were to have felt the need to supplement the language work of the unit (correlation of -.37, p .05) (page 10, Question 10). A small positive relationship was also found between class starting grade and teachers' assessments of how much students had learned from the unit about the francophone world (correlation = .33, p .05) (page 11, Question 15), and with their assessments of how appropriate the strategy and awareness activities of the general language education yllabus had been (correlation = .39, p .05) (page 12, Question 22).

Teachers' perceptions of where most students in the pilot class were headed after secondary school (Question 10) was related to two dependent variables: difficulty of teaching the unit (correlation = -.42, p .01) (page 6, Question 4), and how much of the unit was covered by the class (correlation = .39, p .05) (page 15, Question 3). Classes judged as more academic in orientation were slightly more likely than others to be found easy to teach in the pilot study, and to have reached the end of lesson 4.

The ratio of French to English that teachers considered most appropriate at the grade level (Part I, Question 11) correlated at .33 (p .05) with their perceptions of how much language students had learned from the experimental unit in comparison with their regular program

(page 10, Question 12). Interestingly, teachers who felt that proportionately more use of English was appropriate were slightly more likely to feel that students had learned more from the teaching unit than from their regular program.

Additional FSL qualifications by teachers (Part I, Question 16) tended to be mildly associated (.32, p .05) with a more positive view of the role of the experiential component of the teaching unit (page 9, Question 4). Finally, how well teachers felt that the in-service sessions had prepared them to teach the unit (Part V, questions 5 and 6) showed small positive correlations of .31 (p .05) and .32 (p .05) with their perceptions of how interested students were in the unit (page 6, Question 1).

Correlations between teacher predictor and student dependent variables. Relationships between variables on the teacher questionnaire and the student questionnaire were examined by averaging the student responses within each class for each of the dependent variables. Class size, as reported by teachers, was the predictor variable most consistently related to student dependent variables. It correlated positively with students' interest in the unit (.37, p .05), the amount they felt they had learned about the francophone world (.33, p .05), and how much they felt they had improved (a) in understanding written French (.41, p .01), (b) in understanding oral French (.33, p .05), and (c) in speaking French (.39, p .05). Only four other significant correlations were noted. Teachers' perceptions of the appropriate ratio of French to English use in class were associated (correlation = .31, p .05) with students' perceptions of their improvement in anticipating meaning (Question 16): that is, teachers who felt that greater use of French was appropriate in class were slightly more likely to have students who were positive about having improved their ability to anticipate meaning. Years of teaching French and added teacher qualifications in FSL both showed small correlations (.31, p .05, and .32 p .05) with how students felt the unit had affected their attitudes towards regional accents in French (Question 17): Students with a more experienced or more highly qualified teacher were slightly more likely to feel that their attitudes had improved. Finally, teachers' views as to how well they had been prepared by the in-service sessions (page 14, Question 6) were positively correlated (.36, p .05) with how much students felt they had learned about developing and marketing an invention (Question 10).

Relationships between student and teacher dependent variables. Several questions in the teacher and student questionnaires elicited reactions to similar aspects of the teaching unit. A final set of analyses was carried out to determine the extent to which teachers and the students in their class agreed in their perceptions. In general there was a good level of agreement.

Teachers' perceptions of how interesting the unit had been for the students in their class accorded quite well (correlation = .49, p .01) with their students' own assessments of the

unit's interest. At the same time there was a substantial positive correlation (.68, p .001) between teachers' and their students' perceptions of how difficult the unit was, although as previously noted (see section 4.2), teachers tended in absolute terms to see the unit as more difficult than did the students. Teachers' perceptions of how difficult the language of the unit was were also correlated, though somewhat less strongly (.52, p .001), with class perceptions of the unit's difficulty. Similarly teachers' perceptions of teaching difficulty were correlated with class assessments of how difficult the unit was (.46, p .01).

There was a positive relationship (correlation = .58, p .001) between how much classes felt they had learned about inventing and marketing an invention (question 10 on the student questionnaire) and how much teachers felt their students had appreciated the experiences of the unit (page 9, Question 5 of teacher questionnaire). Teachers and students also agreed quite well on how much French was learned relative to the regular program (correlation = .57, p .001). A smaller positive correlation of .36 (p .05) emerged between teachers' and their students' perceptions of how much had been learned about the francophone world. On strategic activities connected with the general language education syllabus, however, class and teacher perceptions appeared to be unrelated: there was no significant correlation between teachers' perceptions of the usefulness of work on strategies and awareness (page 12, Question 22) and their students' perceptions of their improvement in anticipating meaning.

Panel discussion

At the annual meeting of CASLT held in May 1989 in Vancouver, a three-member panel discussed reactions to the grade 10 pilot study. Two members had participated as pilot teachers and one had been an observer. The session, which was chaired by Janet Poyen, associate director of the National Core French Study, followed a question-and-answer format.

Background on the pilot classes

After a brief introduction to the unit "Se lancer en affaires avec un jeu" by the chair, the panel members each provided some background information about the classes on which their comments would be based.

Judy Bilenki ('JB') had been teaching a pilot class of 30 students in Manitoba. These grade 10 students were in an enriched core French program and were a strong group. They had started with 40 minutes of French per day in grade 4 and at the time of the study were receiving 45 minutes per day. The class included two former immersion students.

Barbara Yeomans ('BY'), from British Columbia, had had a pilot class of 12 highly

motivated students (80 per cent were planning to continue core French in grade 11, and 8 of the students had just returned from a trip to Quebec). The class had reached the end of lesson 3 in 11 periods of 50 minutes each.

Debbie Pineau ('DP'), a French coordinator from Prince Edward Island, had observed in two pilot classes: one a grade 10 class of 22 students, and the other a 'comparison' grade 11 class of 20 students. (Most students tended to continue French in grade 11 owing to a board requirement of four language credits.) Core French had begun in this board at grade 4.

Reactions to the teaching unit

The following summary adheres to the question and answer format of the panel discussion.

Chair: Was the language preparation in this particular unit appropriate to your students' level of language proficiency? Was it adequate for comprehension? For production? Did you have to resort to the supplementary exercises in the guide?

JB: Sometimes students would ask if they could stop and study, for example, a verb tense. Their comprehension was excellent and they accepted the challenge. When preparing rules for the game in small groups, students had the idea of referring to the cahier to see how to express the imperative.

BY: The language level was in general appropriate, though there was some frustration to begin with due to the complexity of the instructions associated with listening and reading activities. It was easy to introduce the vocabulary that students needed. The class enjoyed working on the various ways of expressing sequence in connected discourse.

DP: The students could manage comprehension activities well but the writing was at too difficult a level. A list of vocabulary (without translation) that students could refer to would have been helpful (see Appendix E).

Chair: How effective was the effort to help students become better language learners and make them more aware of strategies for learning (objectives of the general language education syllabus)?

JB: It was successful in making students understand what's involved in comprehension. When they filled out their questionnaires, they indicated that they had not learned a great deal, but when they reached the part where they had to produce a game they realized that they had learned a lot. They were disappointed that they weren't able to speak more.

BY: My understanding of this syllabus is that it involved consciousness raising and students' talking about how they were learning in French. There could have been more activities to develop this concept which is a significant one overlooked by most programs.

DP: Students were devastated at first by the comprehension tasks that they faced, but were successful at developing the strategy of predicting what they would hear; they realized they needed to pick up on key words and recognized that they had succeeded at this. They were also able to get information from encyclopedias.

Chair: Did the cultural content of the unit lead students to greater sensitivity and understanding of francophones? Did you get involved in any class discussion about any aspect of la francophonie?

DP: The unit provided much more cultural content than students would have had in their normal program.

BY: The students gained in cultural awareness and curiosity. For example, they picked up on the international politics of the use of French in the Cameroons from the taped interviews.

JB: The class was very interested in facts and in meeting francophones who were invited into the classroom. One student commented on feeling more sensitized to their own culture. The magazine piece on handshaking, for example, gave rise to a discussion about touching and hugging differences in the cultural background of students.

Chair: Does the experiential approach work? Do the students like it, do they think they are learning?

BY: The questionnaires came a bit too soon. As I mentioned earlier, the students realized later on that they had learned more than they thought. I observed that they learned much for only 11 periods: la francophonie, sequencing, listening and reading for message. They were very disappointed at not having time to fully develop the game and amazed me by what they did produce in one hour: 5 potentially interesting games with a few stated rules.

Chair: What are your comments on the integration process in this unit?

BY: I think there was high potential for misunderstanding here. In the National Core French Study, integration has a special meaning. Existing materials are not integrated in this way. The biggest challenge for the study is to find ways of educating teachers and publishers to an understanding of this concept. It is in 'integration' that the communicative approach finds its validity.

DP: Given just a three-week pilot 'plunked' into the regular program, it is very difficult to get the idea of integration across.

Chair: Did the 'verifications' give an adequate indication of how well the students had succeeded with the objectives of each lesson? Was there adequate evaluation of the four skills, of the experiential learning and the cultural knowledge?

BY: The answer is 'NO'. What was tested was listening comprehension and a bit of culture. We skipped one of the verifications because it was repetitive. This needs much work.

DP: The verifications provided in the unit were insultingly repetitious. The teachers in the classes I observed didn't use them. There was a need for good evaluation because the unit took a fair amount of time. One of the teachers designed a set of 5-point scales with clearly defined criteria to evaluate students' presentations on the games they had created (see Table 4.13). It would also have been useful to have evaluation of students' willingness to speak French during groupwork.

Chair: Could you comment on class reactions to the cassettes and the material in general?

DP: The students found it hard to understand the taped speaker with a continental French accent. The speaker from the Cameroons was easier for them to understand. They found the cahier d'activités very boring, but much enjoyed the groupwork and preparing the game.

BY: The students in my class liked listening to the tapes and trying to get the message. The idea of creating a game was very motivating. The found it asy to generate games and did it in an hour, as I said earlier.

TABLE 4.13

ÉVALUATION DU JEU

Noms: _____ _____ _____

_____ _____

Critères: (Encerclez la valeur)

1.	un jeu original:	1	2	3	4	5
2.	un jeu intéressant:	1	2	3	4	5
3.	les règlements sont clairs (sans ambiguïté)	1	2	3	4	5
4	le jeu intègre bien les renseignements sur la francophonie	1	2	3	4	5
5.	l'explication du jeu est en français correct	1	2	3	4	5
		Total:		___		
				25		

JB: My students enjoyed the cultural aspect of the unit and found it a pleasant change from the routine. The became bored with the workbook; in particular they got tired of checking true/false answers and would have benefitted from more writing activities. Creating a game took one double period in class, but the students also worked incredibly hard on their games at home. Two students commented on the creative opportunity provided by the unit and felt that this was the most positive aspect of the pilot. Students would have liked more opportunities to speak French.

Chair: I would now like to provide each panelist with an opportunity to summarize their experience with the unit, and to suggest any strategies they see as being particularly helpful.

BY enlisted audience participation in carrying out a 'lire pour le message' type of activity that she often used with her class, who, she reported, had become skilled at this. She also provided a handout with teacher comments, recommendations, and student comments (see Appendix F).

DP: (Drawing the attention of the audience to a display she had mounted of students' games and associated instructions) Note that the written rules contain errors in some cases. In one class the teacher was doing the work of correcting writing errors. This should have been done by the teacher and students together. A problem was that there were no goals for written production, or for that matter, for oral production. (BY commented here that the writing process could be divided into two stages -- first drafting, and later polishing.) Teachers needed instructions on how to organize the production of the game. The main emphasis of the material was on comprehension and obtaining information, and there were not enough activities aimed at developing speaking skills. An additional problem was that the time guidelines for the unit were inadequate, in that only three lessons could be completed in the 10 hours. A time chart prepared for lesson 1, for example, shows that it takes about 3 hours to complete the activities for this lesson alone (see Appendix G).

JB: My suggestion would be to incorporate more speaking activities. In lesson 4 on publicity, for example, some questions for brainstorming could have been added: e.g. Where do we see publicity? Why does it exist? What are the advantages and disadvantages of different types of advertising? The teacher's role in this type of activity is as discussion leader, but the students do the talking. Another suggestion as a follow up to the creation of a game would be to have students develop an ad for their game. I have also used an activity I call 'marché aux puces' where the students have to bring to class something they'd really like to get rid of, and sell it to the class. This is a very motivating and successful activity.

Questions and comments from the audience

It was noted that the panel lacked representation from every province. Concern was also

expressed that game preparation in class could involve too much precious time in cutting and pasting.

In response to a question as to whether there was enough emphasis on language in the teaching unit, BY commented that she didn't have a vision of how the language component would fit in the regular program. In general, she felt there was a need for more emphasis on language. She found the student workbook weak in this regard and felt that there needed to be some changes to the teacher's guide.

Clarification was requested concerning the purpose of the pilot study, and in reaction to an announcement by the chair that remaining extra copies of the magazine would be made available for sale, the appropriateness of doing so was questioned on the grounds that various suggestions had been made by the panel as to how the material could be improved. The chair responded that the National Core French Study had no further funds with which to revise the material. The purpose of the pilot study was not to try out classroom material in preparation for formal publication but to provide a concrete example of how integration of the four syllabuses could be effected and to prepare a report for the provinces describing the feedback from the classroom.

5. *Conclusions*

The teaching unit "Se lancer en affaires avec un jeu" was designed to demonstrate how integration of content from the four syllabuses -- language, communicative/experiential, culture, and general language education -- could be put into practice in a classroom context. The feedback provided by teachers, students, and observers based on 10 hours' use of the unit indicates how this example of integrated classroom material was received. In this concluding section, we consider some implications of their reactions to the unit for further curriculum development of an integrated, multidimensional nature.

Time requirements

An important principle of the proposed multidimensional core French curriculum is that through integration, a more effective use can be made of available time. Findings from the present study suggest that time distribution and pacing, particularly of experientially oriented activities, remains an important issue. Almost all the teachers found the unit too long to be completed in the suggested 10-hour pilot period. Only 36% of teachers reported having gone beyond lesson 3 of the 6-lesson unit, and a mere 6% (2 classes) completed all 6 lessons in the pilot period. At least part of the problem appears to have been that particular activities were simply too time-consuming to organize and carry out (see e.g. Appendix G) so that all could be accomplished in the time proposed. Teachers' suggestions for eliminating, or adapting, activities will clearly be helpful for future curriculum development of an

integrated nature. It is noteworthy that some comments related more to the redundancy of some activities than they did to difficulty, although complexity (e.g. of language work) was also cited as a reason for eliminating activities.

Level of difficulty and language support

It would obviously be impossible to design a unit that would be at an exactly appropriate level of difficulty for all grade 10 core French classes. The statistical analysis showed that the content and activities of "Se lancer en affaires avec un jeu" tended to be viewed as more difficult by teachers with larger classes, and by students with lower self-assessed knowledge of French (see also observers' comments). A majority of teachers (61%) felt the need to supplement the language work of the unit, and 80% of them found the unit as a whole on the difficult side. While students appeared in general much less concerned with the issue of difficulty, their generally low level of enthusiasm for listening to tapes and reading the magazine (see Table 4:8) may have reflected problems in comprehension, as some teachers indicated. Teachers' reported need for more language work receives added weight from the finding that a large majority (76%) fully agreed with the central role accorded to the experiential component of the unit; their concerns did not arise from a desire to revert to a primarily analytic, structured approach.

Objectives and preferred activities

From the responses to Section II of the teacher questionnaire (see Table 4:1) it is clear that a large majority of teachers were fully in agreement with the unit's objectives and most felt that the material and activities had enabled them to reach the objectives either 'more or less', 'well', or 'very well'. From the teachers' perspective, the 'best' activities -- such as finding out about la francophonie, playing, describing and inventing games -- were those that were interesting, informative, not too difficult, and that gave rise to student enjoyment, participation and opportunities for oral communication. From the students' perspective, preferred activities were those involving interaction in groups or pairs followed by whole-class activities and class discussions (Table 4:8). The strong student preference for pair- and groupwork suggests that it will be important in future curriculum development to find ways of incorporating such activities while taking account of teachers' and observers' concerns about students' tendency to resort to English.

Less successful activities

Doing workbook activities by themselves was on average the activity least enjoyed by students, only 23% of whom indicated that they had enjoyed this component of the

materials. While it is perhaps to be expected that this type of activity would be less popular than interaction with classmates, several comments from teachers suggest that the cahier could be made more interesting, varied, and useful in promoting learning objectives: suggestions included, for example, less emphasis on preparatory activities for inventing a game, more tasks calling for more than one-word responses, more language work, and a greater emphasis on general language education in the cahier rather than just in the teacher's guide.

The relatively narrow range of student evaluation activities in the teaching unit was pinpointed in the panel discussion (section 4.6). More attention to evaluating the full range of goals of an integrated unit appears to be indicated for future materials development.

Integration

Despite specific problems noted in the material and in carrying out some of the activities, the majority of participating teachers reacted positively to the way in which content from the four syllabuses was integrated in the unit, with 76% fully agreeing with the central role of the communicative/experiential syllabus, 65% in full agreement with the way that opportunities for language work were provided by the experiential domains treated, 71% finding the cultural content appropriate and better integrated than in the regular program, and a majority finding that the strategic and awareness activities were more or less (66%) or well (25%) suited to the students' needs. Overall the approach to integration of content was considered to have succeeded by 62%, and more or less succeeded by 35% of the teachers and to be valid throughout a core French program by the great majority (79%) (page 33). There seems, in short, to have been general agreement with the respondent who commented that integration ..."est la bonne voie à suivre."

In-service preparation of teachers

The inservice preparation of teachers is clearly an important component of any curriculum development. In the pilot study, teachers were divided in their perceptions as to how well they felt prepared for teaching the integrated unit (see page 34). One factor in the divergence of opinion may have been the length of time available for the inservice workshop. Only a third of the pilot teachers received the full two-day workshop for which the kit was designed. Their strong endorsement of the teacher's guide and discussion with colleagues as useful components of the workshop (see Table 4.3) suggests that adequate provision for these aspects should be emphasized in future workshop plans. In addition to the quantified reactions to their inservice preparation, teachers' comments on how well they felt prepared

to deal with different aspects of the unit are clearly relevant to further professional development activities.

In sum, the pilot study has provided a wealth of information relevant to further curriculum development along multidimensional lines in the core rench program.

1Questionnaires from one additional class were returned in fall 1989, too late for inclusion in the analysis.

2The wording of teachers' spontaneous comments has not been edited, except to eliminate identifying place names.

3However, some teachers appear to have been puzzled by the title "Integration in Action", which they may not have recognized as being that of the professional development kit.

4Note that only 3% (1 teacher) indicated that the question was not applicable, indicating that virtually none had been able to complete the unit in the 10 hours allotted to the pilot study.

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LeBlanc, C., Courtel, C. and Trescases, P. 1989. *Le syllabus culture*. Calgary: National Core French Study, CASLT.

LeBlanc, R. 1989. *Rapport synthèse*. Calgary: National Core French Study, CASLT.

Painchaud, G. 1989. *Le syllabus langue*. Calgary: National Core French Study, CASLT.

Roy, R. Ardanaz, N., Hainsworth, H. and Ullmann, R. 1989. *Integration in Action: A Professional Development Kit for Teachers of French as a Second Language*. Calgary: National Core French Study, CASLT.

Tremblay, R., Duplantie, M. and Huot, D. 1989. *The Communicative/Experiential Syllabus* Calgary: National Core French Study, CASLT.

Tremblay, R., Painchaud, G., LeBlanc, R. and Comeau, M. 1989. *Se lancer en affaires avec un jeu: unité intégrée d'enseignement pour la dixième année*. Calgary: National Core French Study, CASLT.

L'ASSOCIATION CANADIENNE DES PROFESSEURS DE LANGUES SECONDES
THE CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS

NATIONAL CORE FRENCH STUDY

Modern Language Centre
O.I.S.E.
252 Bloor Street West
Toronto, Ontario, M5S 1V6

February 8, 1989

MEMORANDUM

TO: Provincial Representatives

FROM: Birgit Harley, Convener
Research and Evaluation Task Force

Re: Piloting of integrated teaching unit "Se lancer en affaires avec un jeu"

We are very pleased that you will be taking part in the piloting of the teaching unit "Se lancer en affaires avec un jeu" designed for Grade 10 core French classes. The purpose of this memorandum is to explain the materials and procedures for this pilot study.

We are requesting that you try out the teaching unit for a period of classtime that totals 10 hours (fifteen 40-minute periods or equivalent) in each of the four or more pilot classes that you are selecting to represent your province. This period of time should be preferably in April but may begin in March if that is more convenient for you. We request that there be no major interruptions (such as March break) occurring during the piloting period. While the 'official' piloting period should end after 10 hours of classtime, teachers may wish to continue with the unit if they have not completed it. We would be happy for them to do so, BUT it is important that they send in their questionnaire responses at the 10-hour mark.

The package of materials for the piloting of the teaching unit consists of the following items:

1.	Information form	Please fill out this form entitled "Selection of classes for piloting of integrated teaching unit" and return it to me at the above address as soon as you have finalized the selection of classes for the pilot study.
2.	PD Kit	A professional development kit has already been provided for the preparation of teachers prior to the use of the teaching unit in the pilot classes. It is designed for use in a 2-day workshop.
3.	Student magazines	(Reusable printed in colour.) These are provided in sufficient quantities for every student in the pilot classes to have one.
4.	Student activity book	A master copy only is provided. You will need to make enough copies for every student in the pilot classes.

5.	Teacher's guide	A master copy only is provided. You will need to make a copy for each pilot teacher. In addition, a teacher's guide will be needed by each classroom observer (see 10 below).
6.	Cassette-audiotape	One copy for each pilot class is provided.
7.	Teacher questionnaire	A master copy only is provided. You will need to make a copy for each pilot teacher. The questionnaire is for completion immediately following 10 hours of classroom use of the teaching unit.
8.	Student questionnaire	A master copy only is provided. You will need to make copies for every student in the pilot classes. Like the teacher's questionnaire, this questionnaire is for completion immediately following 10 hours of classroom use of the teaching unit.
9.	Envelopes for questionnaire returns	A stamped addressed envelope for each teacher to return their own and their students' questionnaires to the research and evaluation task force is provided.
10.	Observer questionnaire	A master copy only is provided. Enough copies will need to be made so that observers can fill one out after each classroom session observed. As many observations by yourself, board coordinators, French consultants, or other experts as can be managed would provide very welcome feedback for the evaluation of the teaching unit. Note that each observer will need a copy of the teacher's guide to the unit.

Please note that items 3 - 9 above need to be made up into classroom packages to be delivered to the pilot teachers.

Return of the Questionnaires

Please ensure that teacher and student questionnaires are completed as soon as the 10-hour pilot period is over, and that the teachers return these to the research and evaluation task force in the envelopes provided immediately following the 10-hour period.

Reporting of the Results

Analysis of the questionnaire results will begin in May, and during the summer the research and evaluation task force will prepare a report containing the results of this analysis. No individual schools will be identified in the report, and the results from the participating provinces will be pooled. As soon as it is complete, copies of the report will be made available to the Provincial Representatives, members of the Steering Committee and task force conveners.

SELECTED SAMPLE FOR PILOTING OF INTEGRATED TEACHING UNIT

Please complete and mail as soon as possible to: Birgit Harley, Convener of Research and Evaluation Task Force, National Core French Study, Modern Language Centre, OISE, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

Province/Territory: _____

Planned piloting period: From _____ (date) to _____ (date)

Name of school	About what size is the community where the school is located? 1. rural 2. under 10,000 3. 10,000-49,999 4. 50,000-99,999 5. over 100,000	Does this school stand out as representing any particular socioeconomic group? 1. professionals/managers 2. white collar workers 3. blue collar workers 4. other 5. don't know	About what proportion of students at the school come from homes where a language other than English is frequently used? 1. less than 10% 2. 10-25% 3. 26-50% 4. more than 50% Please specify main languages
1.			
2.			
3.			
4.			
5.			

(Add extra page if necessary)

Name and Full Address of School

1. _____

2. _____

3. _____

4. _____

5. _____

_____

L'ASSOCIATION CANADIENNE DES PROFESSEURS DE LANGUES SECONDES
THE CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS

NATIONAL CORE FRENCH STUDY

Modern Language Centre, OISE
252 Bloor Street West
Toronto, Ontario, M5S 1V6

February 1989

Dear Teacher:

We are very pleased that you have agreed to participate in the national field-trials of an integrated Teaching Unit designed for Core French students. We look forward to receiving your evaluation of this Teaching Unit. Your feedback, and that of your class, will be of major importance to the work of the National Core French Study. The attached Teacher's Questionnaire and a class set of Student Questionnaires is provided to enable you and your students to express your views.

Please feel free to respond to the **Teacher's Questionnaire** in the language of your choice, either French or English. For each multiple choice question, kindly check only one choice. We would request that you fill out Section I of the Teacher's Questionnaire before you start using the materials. Sections II to V are for completion immediately after 10 hours of use of the materials (i.e., 15 40-minute periods, or equivalent). It is important for us to have your reactions to the materials at that point in time, even if you have not completed the teaching unit and plan to continue its use.

Please have your students fill out the **Student Questionnaire** during the class period following the same 10 hours of use of the teaching unit. We are looking for the personal views of individual students rather than a consensus view arrived at together with classmates.

A **stamped, addressed envelope** is provided so that you can mail the Teacher and Student Questionnaires directly to the Research and Evaluation Task Force of the National Core French Study. All questionnaire returns will be treated with complete confidentiality, with no names of individual schools, teachers or students to be mentioned in our report on the field-trials. A copy of this report will be made available to the provinces.

Your collaboration in the field-trials of the Teaching Unit is very much appreciated.

Yours sincerely,

Birgit Harley
Convener, Task Force on
Research and Evaluation

BH/JH
Attachs.

(N of Respondents = 34 unless otherwise indicated)

QUESTIONNAIRE À L'INTENTION DES ENSEIGNANT(E)S DE L'UNITÉ INTÉGRÉE

I Renseignements généraux

1. Province: _____

2. Nom de l'école: _____

3. Niveau scolaire de la classe dans laquelle le matériel sera utilisé:

10e année	autre (spécifier s.v.p.)
35 classes (94.6%)	2 classes (5.4%) at grade 11

4. Cette classe a combien de périodes de français par semaine? $\bar{X}$ = 5

5. La période de français est de combien de minutes? $\bar{X}$ = 61.3 mins
(min = 40 mins; max = 80 mins)

6. Nombre d'élèves dans la classe: $\bar{X}$ = 19.9 (min = 6; max = 33)

7. À quel niveau scolaire est-ce que la plupart de ces élèves ont commencé l'étude du français? N = 33
(see page 16 of this questionnaire)

8. Y a-t-il des élèves dans la classe qui parlent régulièrement une langue autre que l'anglais à la maison?

oui 41.2% non 58.8%

Si oui, veuillez indiquer la/les langue(s) et le nombre d'élèves qui parlent chaque langue:

langue	nombre d'élèves
18 languages noted	$\bar{X}$ = 2.9 in the classes concerned
_____	_____
_____	_____

9. Selon vous, la connaissance du français de cette classe est (par rapport à d'autres classes du même niveau scolaire):

en dessous de la moyenne	moyenne	au dessus de la moyenne	je ne sais pas
17.6%	61.8%	14.7%	5.9%

10. Selon vous, où ira la majorité des étudiants de cette classe après le secondaire?

à l'université	au collège communautaire	au travail
76.5%	8.8%	14.7%

11. À votre avis, quelle est la répartition la plus efficace du français et de l'anglais dans les classes régulières de français à ce niveau?

français exclusivement	plus de français que d'anglais	moitié/ moitié	plus d'anglais que de français
20.6%	55.9%	20.6%	2.9%

12. Votre conseil scolaire offre-t-il un programme d'immersion ou autre programme intensif de français?

oui	non	je ne sais pas
73.5%	26.5%	0%

Si oui, est-ce que les élèves de cette classe auraient pu choisir l'immersion ou le programme intensif cette année?

oui 14.3% non 85.7% N = 28

13. Combien d'élèves dans cette classe ont déjà participé à un programme d'immersion ou programme intensif de français, ou ont fréquenté une école de langue française? $\bar{X}$ = 1.9 (min = 0; max = 8)

14a. Combien d'élèves dans cette classe ont participé à la mise à l'essai de l'unité expérimentale "Initiation au voyage"* en 8e ou 9e année?
4 classes included such students (min = 1; max = 25)

b. Vous-même, avez-vous participé il y a deux ans à la mise à l'essai de l'unité "Initiation au voyage"?

oui 5.9% non 94.1%

15. Depuis combien d'années enseignez-vous le français langue seconde (y compris cette année)? $\bar{X}$ = 12.6 (min = 2; max = 30)

16. À part votre formation initiale, avez-vous d'autres diplômes ou certificats en enseignement du français langue seconde?

oui 29% non 71% N = 31

Si oui, spécifiez s.v.p. _____

17. Quelle est votre langue maternelle?

l'anglais	le français	autre (spécifier s.v.p.)
73.5%	17.6%	8.8%

Les questions aux pages suivantes sondent vos opinions à l'égard de l'unité "Se lancer en affaires avec un jeu" suite à une mise à l'essai d'une durée de 10 heures (15 périodes de 40 minutes chacune ou l'équivalent). Nous commençons, en section II, par des questions qui visent chacune des six leçons à tour de rôle. Ensuite, nous vous demandons de réagir plus globalement au contenu de l'unité et à sa nature intégrée.

---

* Unité expérimentale de L'Étude nationale de français de base.

II Les leçons

Leçon 1: Participer à un concours (étapes 1-11)

Les objectifs clefs de la leçon 1 étaient les suivants:

- familiariser l'élève avec le matériel et susciter sa curiosité et son intérêt
- préparer l'élève à bien participer au concours en le/la sensibilisant à la nature du concours et à ses règles.

1. Est-ce que ces objectifs de la leçon 1 étaient clairs?

oui	plus ou moins	non	
90.9%	9.1%		N = 33

2. Êtes-vous d'accord avec ces objectifs?

oui	plus ou moins	non	
78.8%	18.2%	3%	N = 33

3. Est-ce que le matériel et les activités de la leçon 1 ont permis d'atteindre ces objectifs?

pas du tout	un peu	plus ou moins	bien	très bien	
	9.1%	21.2%	57.6%	12.1%	N = 33

Leçon 2 - Se renseigner sur la francophonie (étapes 12 - 20)

Les objectifs clefs de la leçon 2 étaient les suivants:

- amener l'élève à trouver des renseignements sur la francophonie
- promouvoir une attitude positive envers la variation linguistique régionale
- développer des stratégies de compréhension en lecture
- développer des habiletés métacognitives.

1. Est-ce que ces objectifs de la leçon 2 étaient clairs?

oui	plus ou moins	non	
84.8%	15.2%		N = 33

2. Êtes-vous d'accord avec ces objectifs?

oui	plus ou moins	non	
87.9%	6.1%	6.1%	N = 33

3. Est-ce que le matériel et les activités de la leçon 2 ont permis d'atteindre ces objectifs?

pas du tout	un peu	plus ou moins	bien	très bien	
3%	15.2%	30.3%	33.3%	18.2%	N = 33

Leçon 3: Inventer un jeu (étapes 21 - 29)

Les objectifs clefs de la leçon 3 étaient les suivants:

- aider l'élève à comprendre le fonctionnement d'un jeu dans le but d'en inventer un
- préparer l'élève à rédiger la description d'un jeu en français
- préparer l'élève à formuler les règlements d'un jeu

1. Est-ce que les objectifs de la leçon 3 étaient clairs?

oui	plus ou moins	non	
78.8%	21.2%		N = 33

2. Êtes-vous d'accord avec ces objectifs?

oui	plus ou moins	non	
78.8%	18.2%	3%	N = 33

3. Est-ce que le matériel et les activités de la leçon 3 ont permis d'atteindre ces objectifs?

pas du tout	un peu	plus ou moins	bien	très bien	
	18.2%	36.4%	36.4%	9.1%	N = 33

Leçon 4 - Portraits d'inventeurs/d'entrepreneurs (étapes 31 - 40)

Les objectifs clefs de la leçon 4 étaient les suivants:

- développer des stratégies de lecture
- développer des stratégies d'écoute
- sensibiliser les élèves aux réalisations de certains inventeurs/entrepreneurs

1. Est-ce que les objectifs de la leçon 4 étaient clairs?

oui	plus ou moins	non	
90%	10%		N = 20

2. Êtes-vous d'accord avec ces objectifs?

oui	plus ou moins	non	
89.5%	10.5%		N = 19

3. Est-ce que le matériel et les activités de la leçon 4 ont permis d'atteindre ces objectifs?

pas du tout	un peu	plus ou moins	bien	très bien	leçon pas faite	
	4.8%	14.3%	19%	42.9%	19%	N = 21

Leçon 5 - Stratégies pour faire des profits (étapes 41 - 47)

Les objectifs clefs de la leçon 5 étaient les suivants:

- fournir des renseignements supplémentaires en vue de se lancer en affaires
- sensibiliser les élèves aux diverses façons d'exprimer une opinion en français
- préparer l'élève à lire pour recueillir des renseignements

1. Est-ce que les objectifs de la leçon 5 étaient clairs?

oui	plus ou moins	non	
75%	25%		N = 16

2. Êtes-vous d'accord avec ces objectifs?

oui	plus ou moins	non	
62.5%	25%	12.5%	N = 16

3. Est-ce que le matériel et les activités de la leçon 5 ont permis d'atteindre ces objectifs?

pas du tout	un peu	plus ou moins	bien	très bien	leçon pas faite	
	21.1%	15.8%	10.5%	15.8%	36.8%	N = 19

Leçon 6 (optionnelle) Faire connaître son produit (étapes 48 -54)

Les objectifs clefs de la leçon 6 étaient les suivants:

- amener les élèves à se renseigner sur la publicité
- développer l'habileté à lire un texte pour recueillir des renseignements
- développer l'habitude d'écrire pour donner des renseignements

1. Est-ce que les objectifs de la leçon 6 étaient clairs?

oui	plus ou moins	non	
90%	10%		N = 10

2. Êtes-vous d'accord avec ces objectifs?

oui	plus ou moins	non	
90%	10%		N = 10

3. Est-ce que le matériel et les activités de la leçon 6 ont permis d'atteindre ces objectifs?

pas du tout	un peu	plus ou moins	bien	très bien	leçon pas faite	
		5.9%	17.6%		76.5%	N = 17

III Questions générales sur les leçons

1. L'unité a-t-elle suscité de l'intérêt chez les élèves?

pas du tout	un peu	assez	beaucoup	énormément	
6.1%	18.2%	60.6%	15.2%		N = 33

2. Pour les élèves, le niveau de difficulté de l'unité était en général:

trop facile	un peu facile	comme il faut	un peu difficile	trop difficile	
3%	3%	12.1%	57.6%	24.2%	N = 33

3. Dans quelle mesure les élèves ont-ils en général réussi lors de la vérification des leçons?

pas du tout	un peu	plus ou moins	bien	très bien	
	15.6%	34.4%	50%		N = 32

4. Sur le plan de l'enseignement, la réalisation des activités était en général:

très facile	facile	moyen	difficile	très difficile	
6.1%	27.3%	42.4%	21.2%	3%	N = 33

5. Est-ce que vous avez pu réaliser les activités tel qu'indiqué dans le guide?

oui	plus ou moins	non	
45.5%	48.5%	6.1%	N = 33

6. Y avait-il dans les leçons un équilibre convenable entre activités productives (parler/écrit) et réceptives (écoute/lecture)?

trop de réception	un peu trop de réception	équilibre convenable	un peu trop de production	trop de production	
6.5%	25.8%	61.3%	6.5%		N = 31

7. Est-ce que les activités de pair et de groupe ont bien fonctionné?

oui	plus ou moins	non	
48.5%	39.4%	12.1%	N = 33

8. Quelle langue les élèves ont-ils/ont-elles utilisée en faisant les activités de pair et de groupe?

français	anglais	les deux	
18.2%	21.2%	60.6%	N = 33

9. Quelles activités est-ce que les élèves ont aimées le plus? N = 33

_____

_____

10. Quelles activités est-ce que les élèves ont aimées le moins? N = 32

_____

_____

11. Quelles activités ont suscité la plus grande utilisation du français? N = 33

_____

_____

12. Quelles activités avez-vous trouvées les meilleures? N = 33

_____

_____

Pourquoi?_____

13. Quelles activités aimeriez-vous éliminer? N = 27

_____

_____

Pourquoi?_____

14. Dans quelle mesure est-ce que l'unité d'enseignement s'accorde avec le programme provincial?

pas du tout	un peu	assez	bien	très bien	
22.6%	32.3%	29%	9.7%	6.5%	N = 31

15. Si vous avez des commentaires sur les leçons, veuillez les écrire au verso en vous servant des rubriques suivantes: N = 9

- objectifs
- intérêt
- niveau de difficulté pour les élèves
- enseignement et directives du guide
- équilibre entre activités réceptives et productives
- groupement
- autre

IV Les quatre syllabi et leur intégration

1. L'introduction à l'unité (dans le guide d'utilisation) explique-t-elle assez clairement les quatre syllabi — communicatif/expérientiel, langue, culture, et formation langagière générale?

oui	plus ou moins	non	
71.9%	21.9%	6.3%	N = 32

Si non, quels problème(s) avez-vous noté(s)? _____

_____

2. Est-ce que dans l'introduction la notion d'intégration vous a paru claire?

oui	plus ou moins	non	
68.8%	25%	6.3%	N = 32

3. Avez-vous pu reconnaître les objectifs de chacun des quatre syllabi dans l'unité?

(a) communicatif/expérientiel

oui	plus ou moins	non
73.5%	20.6%	5.9%

(b) langue

oui	plus ou moins	non
73.5%	23.5%	2.9%

(c) culture

oui	plus ou moins	non
82.4%	17.6%	

(d) formation langagière générale

oui	plus ou moins	non
52.9%	38.2%	8.8%

Le syllabus communicatif/expérientiel

4. Êtes-vous d'accord avec la place centrale accordée à l'expérientiel dans l'unité?

oui	plus ou moins	non	
75.8%	18.2%	6.1%	N = 33

5. Est-ce que les élèves de cette classe ont apprécié les expériences de l'unité?

oui	plus ou moins	non
23.5%	55.9%	20.6%

6. Pour les élèves de cette classe la valeur éducative du thème expérientiel "Se lancer en affaires avec un jeu" vous a paru:

minime	petite	moyenne	grande	très grande	
12.1%	9.1%	60.6%	18.2%		N = 33

7. En comparaison avec les thèmes abordés dans le programme régulier de français de ces élèves, le thème de l'unité vous a-t-il paru plus, ou moins, approprié?

beacoup moins	moins	pareil	plus	beaucoup plus	
6.1%	21.2%	21.2%	36.4%	15.2%	N = 33

Commentaires comparatifs: _____ N = 13

_____

8. Si vous avez des commentaires supplémentaires sur l'aspect communicatif/expérientiel de cette unité, veuillez les exprimer ci-dessous.

_____ N = 11

_____

_____

_____

Le syllabus langue

9. Dans l'unité les occasions de travailler la langue devaient être fournies par les domaines d'expérience traités. Êtes-vous d'accord avec ce type de traitement accordé au travail sur la langue?

oui	plus ou moins	non
64.7%	23.5%	11.8%

10. En utilisant le matériel, avez-vous été obligé(e) d'y ajouter du travail supplémentaire sur la langue?

oui 60.6% non 39.4% N = 33

Si oui, préciser s.v.p._____ N = 21

11. Pour les élèves de cette classe le travail sur la langue présenté dans l'unité était de quel niveau de difficulté?

trop difficile	un peu difficile	convenable	un peu facile	trop facile	
30.3%	39.4%	18.2%	9.1%	3%	N = 33

12. À votre avis, est-ce que l'unité a permis aux élèves de cette classe d'augmenter davantage leurs habiletés et connaissances en français que ne l'aurait permis le programme régulier de français?

beaucoup moins	moins	pareil	plus	beaucoup plus	
6.3%	9.4%	21.9%	53.1%	9.4%	N = 32

Commentaires comparatifs: _____ N = 16

_____

13. Si vous avez des commentaires supplémentaires sur la dimension 'langue' de cette unité, veuillez les exprimer ci-dessous.

_____ N = 14

_____

_____

_____

Le syllabus culture

14. Est-ce que la dimension culturelle de cette unité vous a paru appropriée pour les élèves de cette classe?

oui	plus ou moins	non
70.6%	23.5%	5.9%

Si non, veuillez commenter _____

_____

15. Les activités de l'unité ont-elles provoqué chez vos élèves des nouvelles connaissances de la francophonie?

pas du tout	un peu	assez	beaucoup	énormément
	20.6%	26.5%	38.2%	14.7%

16. Pensez-vous que la tolérance de vos étudiants envers les accents régionaux en français a augmenté grâce aux activités de cette unité?

pas du tout	un peu	assez	beaucoup	énormément	
28.1%	43.8%	18.8%	3.1%	6.3%	N = 32

17. En général quelles attitudes envers les accents régionaux en français avaient-ils/elles avant de commencer l'unité?

très négatives	négatives	neutres	positives	très positives	
3.1%	6.3%	65.6%	21.9%	3.1%	N = 32

18. La dimension culturelle est-elle plus, ou moins, intégrée au contenu de cette unité que dans le cours régulier de français de ces étudiants?

beaucoup moins	moins	pareil	plus	beaucoup plus
	5.9%	23.5%	44.1%	26.5%

Commentaires comparatifs: _____ N = 10

_____

19. Si vous avez des commentaires supplémentaires sur la dimension culturelle de cette unité, veuillez les exprimer ci-dessous.

N = 9

_____

_____

_____

_____

La formation langagière générale

20. À votre avis, quelle place l'explication de stratégies d'apprentissage et le développement de la conscience linguistique et culturelle devraient-ils avoir dans le programme de français à ce niveau?

aucune	petite	moyenne	assez grande	très grande	
3.1%	9.4%	37.5%	40.6%	9.4%	N = 32

21. Quelle place cette formation langagière générale a-t-elle dans le programme régulier de français de ces étudiants?

aucune	petite	moyenne	assez grande	très grande	
6.1%	33.3%	36.4%	24.2%	( )	N = 33

22. Est-ce que les activités orientées vers les stratégies et la prise de conscience répondaient aux besoins d'apprentissage de vos étudiants?

pas du tout	un peu	plus ou moins	bien	très bien	
3.1%	6.3%	63.6%	21.9%	3.1%	N = 33

23. Dans l'ensemble de l'unité, est-ce que la proportion d'activités orientées vers les stratégies et la prise de conscience était appropriée pour vos étudiants?

oui	plus ou moins	non	
31.3%	43.8%	25%	N = 32

Si non, veuillez commenter _____ N = 5

_____

24. Si vous avez des commentaires supplémentaires sur la dimension 'formation langagière générale' de cette unité, veuillez les exprimer ci-dessous.

N = 2

_____

_____

_____

_____

L'intégration

25. Dans cette unité, l'intégration des contenus du curriculum multidimensionel (communicatif/expérientiel, langue, culture et formation langagière générale) est-elle réussie d'une façon cohérente?

oui	plus ou moins	non
61.8%	35.3%	2.9%

Si non, veuillez commenter _____

_____

26. Croyez-vous qu'une telle intégration serait valable tout au long du programme de français de base?

oui	plus ou moins	non	
78.8%	12.1%	9.1%	N = 33

27. Si vous avez des commentaires supplémentaires sur l'intégration dans l'unité veuillez les exprimer ci-dessous.

N = 9

_____

_____

_____

V La préparation à l'enseignement de l'unité

1. La préparation à l'enseignement de l'unité s'est faite dans un groupe de quel ordre de grandeur?

sans groupe	2 à 4	5 à 9	10 à 19	20+	
6.1%	15.2%	51.5%	24.2%	3%	N = 33

2. La trousse de perfectionnement Integration in Action a-t-elle été utilisée?

pas du tout	avec modifications	intègralement	
36%	24%	40%	N = 25

Spécifier, s'il y a lieu, les modifications apportées_____ N = 25

_____

3. Les activités de formation ont été menées par qui?

collaboration	un des professeurs pilote	un autre professeur de français	un coordonnateur à la commission scolaire
17.6%	2.9%		32.3%

Autre, spécifier s.v.p. Ministry representative 35.3%
University Professor 8.8%

N = 33

4. Les séances de formation ont pris:

une demi-journée	une journée	une journée et demie	deux jours	n'ont pas eu lieu
11.8%	44.1%	20.6%	23.5%	

5. Suite à l'atelier de formation, vous êtes-vous senti préparé(e) à entreprendre l'enseignement de l'unité "Se lancer en affaires avec un jeu"?

pas du tout	un peu	assez	bien	très bien
	44.1%	29.4%	14.7%	11.8%

6. Après avoir terminé la mise en essai, avez-vous trouvé que l'atelier s'était avéré suffisant comme préparation?

pas du tout	un peu	assez	bien	très bien
2.9%	35.3%	26.5%	26.5%	8.8%

7. Jusqu'à quel point avez-vous profité des éléments suivants lors de l'atelier de formation:

	pas du tout	un peu	assez	bien	très bien	
a) le guide pour l'animateur de l'atelier?	14.3%	10.7%	32.1%	32.1%	10.7%	N = 28
b) les lectures préparatoires?	2.9%	23.5%	23.5%	44.1%	5.9%	
c) le guide d'utilisation?		9.1%	6.1%	48.5%	36.4%	N = 33
d) le visionnement du vidéo?	11.8%	29.4%	20.6%	17.6%	20.6%	
e) l'exploitation du vidéo?	18.8%	15.6%	18.8%	25%	21.9%	N = 32
f) la discussion avec les collègues?	2.9%	8.8%	17.6%	35.3%	35.3%	

8. S'il y a lieu, indiquez les parties de l'unité d'enseignement pour lesquelles vous vous sentiez mal préparé(e).

N = 16

_____

_____

9. Croyez-vous que la trousse serait valable pour former d'autres professeurs à enseigner un curriculum multi-dimensionnel?

oui	plus ou moins	non	
64.3%	35.7%		N = 28

Commentaires: _____ N = 9

_____

_____

VI Informations générales

1. À quelle date avez-vous commencé la mise à l'essai de l'unité d'enseignement? N = 31

2. À quelle date avez-vous complété les 10 heures de la mise à l'essai? _____ N = 31

3. À quelle étape étiez-vous arrivé(e) à la fin des 10 heures? _____ N = 33

4. Est-ce que les étudiants ont fait les activités optionnelles?

oui	oui, quelques unes	oui, toutes
50%	35.3%	14.7%

5. Si vous n'avez pas terminé l'unité, avez-vous l'intention de continuer?

non	peut-être	oui	ne s'applique pas	
45.5%	24.2%	27.3%	3%	N = 33

6. Vos élèves, ont-ils soumis un jeu au concours?

oui 68.8%	non 31.3%	N = 32

Si oui, quelle était le titre et la nature du jeu?

_____

_____

_____

7. Veuillez résumer votre réaction globale à cette unité d'enseignement dans une seule phrase simple:

N = 31

_____

_____

_____

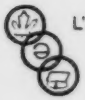
8. Si vous avez des commentaires supplémentaires veuillez les exprimer ci-dessous.

N = 15

Grade level at which most students in class began French.
(N of respondents = 33)

Beginning grade	% of respondents
3	18
4	55
5	3
6	6
7	12
8	3
10	3
	100

Merci beaucoup pour votre coopération.



L'ASSOCIATION CANADIENNE DES PROFESSEURS DE LANGUES SECONDES
THE CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS

NATIONAL CORE FRENCH STUDY

Dear Student:

You have just finished an experimental teaching unit in French.

We are very pleased that you and your teacher agreed to try out this unit for us.

We would like to know what you think of this new material. In order to make it easy for you to express your opinions freely, we have prepared a questionnaire which will take only a few minutes of your time to complete.

Once you have finished it, please return the questionnaire to your teacher.

Thank you very much,

Brent Harley

(N of respondents = 729)

STUDENT QUESTIONNAIRE

1. Province _____

2. Name of school _____

3. Grade 9 - 0.4%; Grade 10 - 93.0%; Grade 11 - 6.0%; Grade 12 - 0.5% N = 729

4. Number of years of French (including this year) (see attached)

5. Have you ever been enrolled in a French immersion or extended French program?

yes 12.7% no 87.3% N = 717

If so, at which grade level(s)? Please check the right grades.

Kindergarten ___	6 ___	1 - 2 years 40.7%	
grade 1 ___	7 ___	3+ years 59.3%	
grade 2 ___	8 ___		
grade 3 ___	9 ___		
grade 4 ___	10 ___		N = 91
grade 5 ___			

Please check just one answer to each of the following questions

6. How important is it for you to learn French?

very important	quite important	neither important nor unimportant	rather unimportant	not important at all	
26.5%	45.5%	22.7%	3.6%	1.7%	N = 727

7. How do you rate your knowledge of French?

excellent	very good	good	fair	poor	
1.8%	18.7%	44.5%	29.7%	5.4%	N = 728

8. How interesting have you found the unit "Se lancer en affaires avec un jeu"?

very interesting	quite interesting	neither interesting nor uninteresting	quite uninteresting	very uninteresting	
2.6%	32.1%	36.5%	17.6%	11.1%	N = 728

9. How difficult have you found this unit?

very easy	easy	neither easy nor difficult	difficult	very difficult	
6.9%	23%	45.8%	21.5%	2.7%	N = 729

10. How much do you feel you have learned from this unit about developing and marketing an invention?

a great deal	quite a lot	some	not much	very little	
2.7%	17.1%	45.9%	24.5%	9.8%	N = 713

11. How much do you feel you have learned from the unit about the French-speaking world?

a great deal	quite a lot	some	not much	very little	
4.8%	27.6%	45.2%	16.7%	5.8%	N = 725

12 .Do you feel the unit "Se lancer en affaires avec un jeu" has improved your ability to understand written French?

definitely	probably	maybe	probably not	absolutely not	
8.5%	33.7%	29.5%	21.3%	7.0%	N = 728

13. Do you feel the unit has improved your ability to understand spoken French?

definitely	probably	maybe	probably not	absolutely not	
11.6%	28.3%	29.4%	22.1%	8.5%	N = 727

14. Do you feel the unit has improved your ability to speak French?

definitely	probably	maybe	probably not	absolutely not	
8.8%	26.2%	27.1%	26.2%	11.7%	N = 728

15. Do you feel the unit has improved your ability to write French?

definitely	probably	maybe	probably not	absolutely not	
7.6%	26.1%	30.4%	26.6%	9.3%	N = 728

16. Do you feel the unit has helped you to anticipate the meaning of what you read or hear in French, even if you don't understand every word?

definitely	probably	maybe	probably not	absolutely not	
22.5%	35.2%	26.1%	11.5%	4.7%	N = 728

17. Has the unit "Se lancer en affaires avec un jeu" made you feel more positive about regional accents in French?

definitely	probably	maybe	probably not	absolutely not	
10.9%	22.6%	29.3%	24.4%	12.8%	N = 709

18. Before using the unit how did you feel about regional accents in French?

very positive	quite positive	neutral	quite negative	very negative	
5.2%	11.2%	71.6%	7.9%	4.0%	N = 705

19. Do you think you have learned more, or less, French from this unit than if you had been following your usual program?

much more	a little more	about the same	a little less	much less	
7.3%	30.9%	26%	21%	14.8%	N = 724

20. How enjoyable did you find the following types of activities in the unit "Se lancer en affaires avec un jeu"?

(a) listening to tapes

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
1.5%	23.7%	29.2%	29%	16.6%	N = 723

(b) class discussions

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
7.6%	44.5%	26.7%	15.8%	5.4%	N = 726

(c) reading your magazine

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
1.5%	33.4%	29.1%	24%	11.9%	N = 724

(d) doing workbook activities by yourself

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
2.5%	20.2%	31.1%	29.6%	16.5%	N = 726

(e) doing activities with one other classmate

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
23.3%	50.8%	17.1%	6.3%	2.5%	N = 725

(f) doing activities in a group of several classmates

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
29.1%	43.7%	17.8%	6.1%	3.4%	N = 726

(g) doing activities with the whole class together

highly enjoyable	enjoyable	not certain	not very enjoyable	not at all enjoyable	
17.1%	42.9%	24.3%	11.6%	4.1%	N = 725

21. Did your class enter the competition to develop a game about la francophonie?

yes 74.2% no 25.8% N = 701

22. How many different games did your class invent?

Number of games invented per class
(acc. to average responses of students in each class)

	%
no games	16.7
1 or 2 games	27.8
3 to 6 games	27.8
6 to 11 games	27.8

23. Please indicate what you think of this teaching unit in one sentence.

N = 708

_____

_____

24. Feel free to make any additional comments below.

N = 459

_____

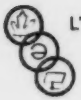
_____

_____

_____

_____

Thank you very much for your help



L'ASSOCIATION CANADIENNE DES PROFESSEURS DE LANGUES SECONDES
THE CANADIAN ASSOCIATION OF SECOND LANGUAGE TEACHERS

NATIONAL CORE FRENCH STUDY

Modern Language Centre, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

February, 1989

Dear Observer:

We are very pleased that you will be visiting classes who are using the integrated teaching unit, **Se lancer en affaires avec un jeu**, prepared by a development team of the National Core French Study. Your feedback will be most valuable for the interpretation of the results of the field trials. Please be assured that the identity of all those involved, including schools, teachers, students and observers, will be kept strictly confidential.

For your classroom observations you will need:

(1) your own copy of the teacher's guide to the unit; and
(2) a fresh copy of the attached observer questionnaire for each class visit that you make.

Kindly fill out the questionnaire immediately after, rather than during, each classroom visit. As soon as you have completed all the classroom visits that you plan to make, please mail your completed questionnaires to: Birgit Harley, Research and Evaluation Task Force, National Core French Study, at the above address.

Thank you very much for your cooperation.

Yours sincerely,

Birgit Harley
Convener, Task Force on
Research and Evaluation

BH:jh
attach.

(N = 37)

QUESTIONNAIRE À L'INTENTION DES OBSERVATEURS/-TRICES

1. Nom de l'école: _____

   Province: _____

2. Niveau scolaire de la classe observée: Gr. 10 - 36 responses; Gr. 11 - 1 response

3. Date de l'observation: _____

4. Durée de l'observation (en minutes): $\bar{X}$ = 50 mins (max = 75 mins; min = 30 mins)

5. Quelle partie de l'unité faisait l'objet de l'enseignement pendant la période d'observation? (Veuillez préciser le numéro de la leçon et des étapes).

   leçon _____ étape(s) _____

6. Est-ce que l'enseignant(e) a suivi les directives spécifiées dans le guide?

oui	plus ou moins	non	
42.9%	54.3%	2.9%	N = 35

   Commentaires sur les directives et leur réalisation: _____

   _____

   _____

   _____

7(a) Quelle proportion de la production orale de l'enseignant(e) était en français? X = 97.6% (min. = 80%; max. = 100%) N = 37

(b) Quelle proportion de la production orale des élèves était en français? X = 75.6% (min = 10%, max = 100%) N = 36

   Commentaires sur la langue utilisée en classe: _____ N = 34

   _____

   _____

   _____

8. Pour chaque étape que vous avez observée veuillez indiquer dans quelle mesure les objectifs spécifiés étaient atteints:

   Étape no. _____

pas du tout	peu	plus ou moins	assez	tout à fait	
	5.9%	8.8%	47.1%	38.2%	N = 34

Étape no. ____

pas du tout	peu	plus ou moins	assez	tout à fait	
4.8%		19%	47.6%	28.6%	N = 21

Étape no. ____

pas du tout	peu	plus ou moins	assez	tout à fait	
7.7%		15.4%	46.2%	30.8%	N = 13

9. Est-ce que les objectifs vous ont paru appropriés pour des élèves de ce niveau scolaire?

oui	plus ou moins	non	
54.5%	42.5%	3.0%	N = 37

Commentaires sur les objectifs: _____

_____

_____

_____

10. Est-ce que le matériel vous a paru d'un niveau de difficulté convenable pour les élèves de cette classe?

très facile	facile	moyen	difficile	très difficile	
	29.4%	41.2%	26.5%	2.9%	N = 34

Commentaires sur la difficulté: _____ N = 30

_____

_____

_____

11. Est-ce que les élèves paraissaient s'intéresser à la leçon?

pas du tout	un peu	plus ou moins	assez	beaucoup	
2.7%	5.4%	29.7%	35.1%	27%	N = 37

12. Quel était le degré de participation des élèves

a) lors des activités impliquant toute la classe?

très bonne	bonne	moyenne	faible	très faible	ne s'applique pas	
11.8%	29.4%	52.9%	5.9%			N = 34

b) lors des activités de groupe ou de pairs?

très bonne	bonne	moyenne	faible	très faible	ne s'applique pas	
12.5%	50%	28.1%	6.3%	3.1%		N = 32

c) lors des activités individuelles?

très bonne	bonne	moyenne	faible	très faible	ne s'applique pas	
5.6%	38.9%	44.4%	5.6%	5.6%		N = 18

Commentaires sur le groupement et la participation en classe: _____ N = 29

_____

_____

_____

13. En comparaison avec des étudiants semblables dans des classes régulières de français de base, comment décririez-vous le niveau de participation et d'intérêt des élèves de cette classe?

bien inférieur	inférieur	pareil	supérieur	bien supérieur	
	3%	31.5%	42.4%	3%	N = 33

Commentaires comparatifs: _____ N = 24

_____

_____

_____

14. Si vous avez d'autres commentaires, veuillez les écrire ci-dessous.

N = 10

_____

_____

_____

15. Quelle est votre occupation? _____

Vocabulary List*

The following is a list of words that would present a problem to Grade 10 students. Since this is an integrated unit and not just experiential, the strategies for presenting vocabulary must be addressed in the teacher's guide. These words cannot be overlooked, especially those used in directions. Are they to be pretaught, explained in English or French? There are also a large number of unknown words in the 'livre' (authentic documents) and teachers should be instructed in techniques that will help students deal with these.

Mots difficiles: Cahier

un tailleur
des événements
se passer
m'envoler
par-dessus
une peiure
glisser
franchir
s'être envolé
les matchs d'entrainement
se renseigner
une quinzaine
tu viens d'écouter
la clientèle visée

des exemplaires
un tableau de carton
un fabricant
il ne faut qu'un équipement
une étude de marché
retraits
sur les buts
ajustez les en cours de jeu
déroulement
les buts sont remplis
le goût du défi
se mettre en colère
une contravention
de connaissances

des jetons
des endroits
des trous
des marchands
manches
des dons
ceux
des attraits
des concours
ont eu lieu
d'habilité

Directions

l'affiche
il s'agit
faire semblant
il te manque des renseignements
des fiches
les énoncés
contenant
facilite

le devinette
tu connais
tu pourrais faire
les marges
l'endroit
fais-en l'essai
où se trouve
repérer

ceux
lequel
auxquels
traiter
intitulé
un indice
du tien

*Handout provided at panel discussion by Debbie Pineau

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TEACHER COMMENTS, GENERAL

1. I enjoyed teaching this Unit more than any previous or present program because:
   - integration of syllabi makes sense, is comfortable/natural
   - having "real" purpose is motivating
   - variety of integrated activities is satisfactory, leading toward "real" purpose
   - emphasis on Communicative-Experiential and Formation Langagière were TRULY possible via the unit
   - concept of "le message" was analogous to students' recent experience in Quebec.
2. In BC, the pilot was not valid due to time limitations, frustrating for all
3. Student frustration with material & methodology lessened significantly during the 10 hours
4. Student comprehension of material was faster & better than I anticipated
5. Students were not aware of skills & material learned...(due to the difference between "natural approach" & their traditional training?)
6. Students reverted to English more than they needed to during pair-group activity (where they did not when in Quebec 3 weeks earlier)
7. Pré-écoute & pré-lecture activities increased motivation for listening/reading (verify your ideas...answer your questions)

RECOMMENDATIONS

1. Inservice should be improved; it was hurried & insufficient; timing of pilot was poorly planned (in B.C.?)
2. Teacher's Manual:
   a. rewrite, clarify instructions
   b. expand questions & ideas for teacher
   c. include Cahier material IN text of Manual
3. Student Workbook
   a. expand on activities to help student analyse his/her learning strategies
   b. expand on related language-structure practice
   c. expand on activities to help student in assessment of skills & knowledge acquired (Verification follow-up)
4. Provide T. & S. with more activities to practice "écouter/lire/parler/écrire pour le message"
5. Program requires T. who is
   a. relatively linguistically/culturally fluent
   b. comfortable with group work/discussions/provocative (implications for teacher training???)
6. DEVELOP AND PILOT MORE UNITS...WE NEED MORE EXPERIENTIAL MODELS
7. Educate Publishers to an intimate understanding of the Study

STUDENT COMMENTS FROM EVALUATION DISCUSSION AFTER 10 HOURS

A. What did you enjoy?

tapes were good...good to hear a regular French person speaking
fun to try to understand different accents
easy to get general meaning, to understand material & magazine
doing things with others--partners and small groups
it would be good to orient you for the Quebec trip..."le message"
trying to make a game

B. What did you NOT enjoy?

the beginning part (Leçon 1) was frustrating, boring, too slow;
it was frustrating not to have the vocabulary background to do what was asked;
directions were often too hard to understand;
when you wouldn't tell us all the words;
it was boring having to wait for others to finish each activity;
preparation stuff leading up to the game was too long;
it doesn't teach enough structure.

C. What would you recommend?

give more vocabulary in advance of an activity (ie: baseball)
combine vocabulary and structures with the listening material

D. Written Comments:

"I enjoyed working in groups and partners and creating the game but I feel like I didn't accomplish anything or learn any French. I liked the concept of "le message" though because you had to do that a lot in Quebec."

"It was not long enough; we had no time to actually invent the game."

"It was good and helped me learn more words in French."

"I learned how to think of ideas to make games and I learned more about the French-speaking areas."

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pour l'Association
canadienne
des professeurs
de langues secondes

et

M
EDITEUR

Inspired by the work of H.H. (David) Stern, its first director, the National Core French Study had as its main objective the enrichment of Core French programs through curricular renewal. The study enabled specialists from across the country to pool their knowledge and experience and to work toward the development and implementation of a multidimensional curriculum. The Final Report, to which this document contributes, describes how French could be taught within enriched programs emphasizing the integration of language, communicative/experiential, cultural, and general language education activities; it also deals with matters of evaluation, teacher training and professional development.

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